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Early results in a longitudinal study on gifted students are reported. Programs were studied through questionaires and by personal visits to parents and schools. Student programs as well as teacher-training programs were considered.

Compilation of experiences in special classes at Western Carolina College have shown that all the children involved have been influenced by the program, though work must be done in the local schools to help meet the needs of gifted children. The administrator puts programs into action and should work closely with the teacher. The teacher's influence should motivate and stimulate her pupil.

Students attending college classes while in high school acquired good study habits and skills and were provided with fine guidance and counseling services. Again more work is needed on the local level where special programs are not made available by colleges.

A special teacher-training program was intiated by Western Carolina College. A teacher workshop and a leadership conference were direct results of this effort. Suggestions for improving teacher-training programs are included.

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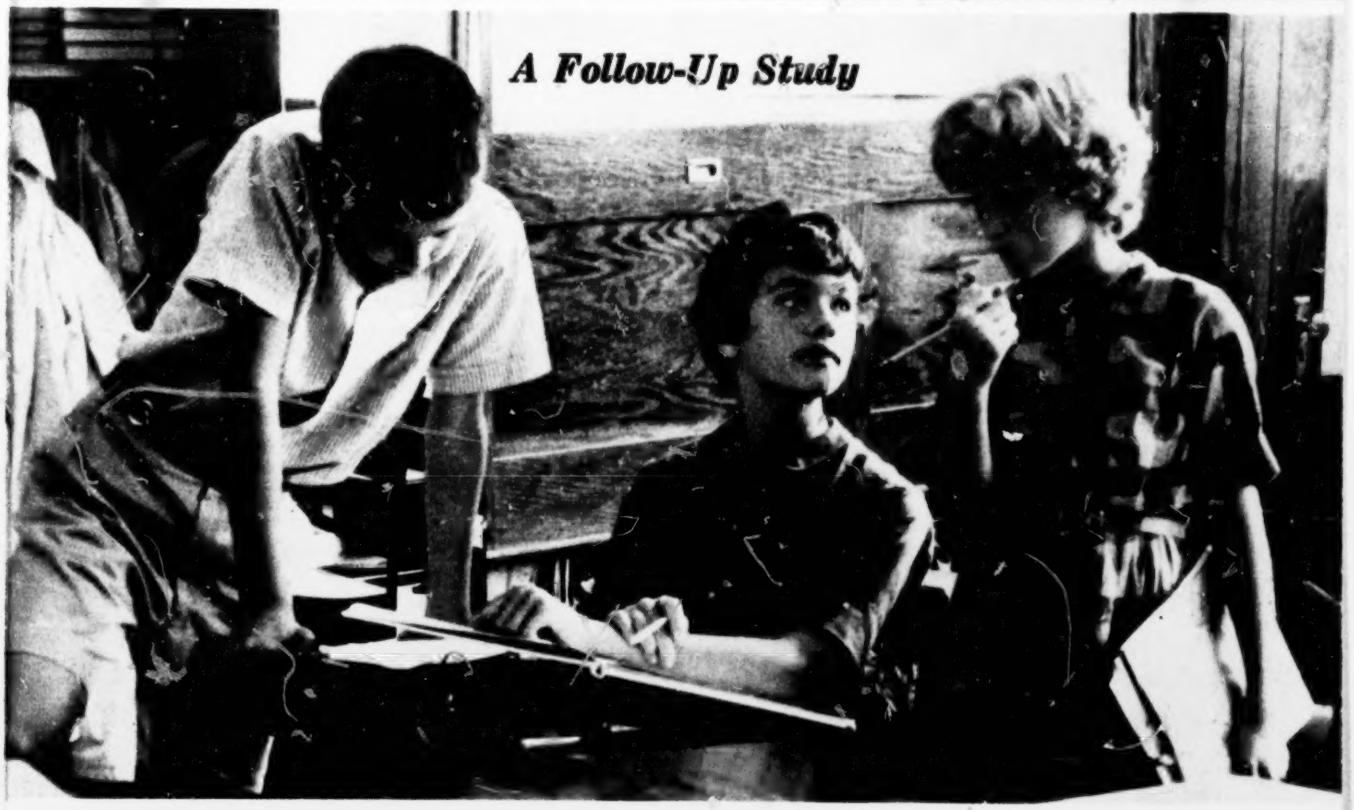
The Superior And Gifted Student Project At Cullowhee

by

Harold H. Bixler
Anne Cowan



A Follow-Up Study

WESTERN CAROLINA COLLEGE
Cullowhee, North Carolina

THE SUPERIOR AND GIFTED STUDENT PROJECT AT CULLOWHEE

BIXLER-COWAN

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1309

The Superior And Gifted Student Project At Cullowhee

A Follow-Up Study

by

HAROLD H. BIXLER

ANNE COWAN

WESTERN CAROLINA COLLEGE
CULLOWHEE, NORTH CAROLINA

"God has created a new day—
Silver, and green, and gold.
Live that the sunset may find us
Worthy His gifts to hold."

—Unknown

FOREWORD

The Superior and Gifted Student Program, conducted during the summers at Western Carolina College, has been in operation since the summer of 1958. Other publications have described the screening procedures which have been used and the content of courses which have been offered for grades five through twelve.

This, the first phase of the follow-up study, was made possible by grants from the Mary Reynolds Babcock Foundation and the Z. Smith Reynolds Foundation. It was conducted during the 1961-62 school year. It was an action-type research study in that visits were made to the schools and homes of those who had participated in the program in order to learn more about its influence on their lives and to obtain suggestions for improving the offerings.

The follow-up research was designed to be a longitudinal study continuing over a long period of years. It was set up to cover two areas: the student program and the teacher-training program. Miss Anne Cowan, through the use of questionnaires and by personal visits to parents and schools, studied the effects of the program on both elementary and high school students. Dr. Harold Bixler, who has been responsible for the teacher-training program since its inception, used questionnaires and personal visits to the schools in which teachers who had studied in the program are presently employed.

On behalf of the College, I wish to express appreciation to all who have participated in this study. Although questionnaires were distributed during the 1962-63 school year, data from these are not included in this report.

We wish to thank the parents who welcomed the home visits, the school personnel who gave unstintingly of their time in providing data, and the young people themselves who were most cooperative in reporting their reactions to the program. We appreciate the assistance provided by Mrs. Carolyn Smith, who helped set up the files and questionnaires and handled correspondence in the follow-up study; Mrs. Barbara M. Mills, who typed part of the manuscript; and Miss Ophelia Hildreth, who read the copy and made helpful suggestions.

C. D. Killian
Director, Superior and Gifted
Student Program and
Head, Department of Education
and Psychology

January, 1964

INTRODUCTION

In connection with the follow-up study of the superior and gifted student programs at Western Carolina College, we fully agree with Dr. Gallagher on the following points:

1. It is not possible to demonstrate the effectiveness of a given program by showing that the gifted children in the special group will score two, three, or four grade levels above their own chronological age on achievement tests.
2. It is not possible to prove the effectiveness of a program for the gifted by giving achievement tests before the program begins and after it is completed.
3. We cannot demonstrate the effectiveness of a program for gifted children by obtaining the opinions of people connected with the programs, i.e., teachers, parents, and children, when these opinions have not been supported by objective measures of some sort.
4. The benefits of a special program for gifted children will not be demonstrated by comparing these gifted children with the rest of the children at their grade level.
5. A program for gifted children cannot be adequately evaluated if measuring instruments are not adequate or appropriate to measure the unique nature of the program.*

This study, therefore, was not designed to be an overall evaluation of the programs for superior and gifted students which have been in operation at Western Carolina College since 1958. It was designed, rather, to report the early results in a longitudinal study which we hope will continue for many years.

---

*James J. Gallagher, *Analysis of Research on the Education of Gifted Children* (Springfield, Illinois: Superintendent, Public Instruction, 1960) pp. 60-62.

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The Elementary Program

Introduction to the Elementary Program

1

The first class of highly gifted students at Western Carolina College was conducted in the summer of 1958. There were 29 members in this group—twelve girls and seventeen boys. They ranged in age from nine through eleven and in Stanford-Binet IQ from 146 through 190.

The term "highly gifted" should be considered in this report in the light of the fact that the Stanford-Binet IQ's for the first class were 146 and above. Actually all of the students except one had IQ's of 150 and above. According to the Terman data this would mean that the students were in the top 0.23 percent. In other words, two out of every 1,000 persons fall in this category. Terman uses the term "very superior," but for this report we shall speak of the students as "gifted" or "highly gifted."[1]

The 1958 class was invited to return in the summer of 1959, and a new class of 30 members was formed. In the new 1959 class of fifth graders there were eleven girls and nineteen boys with an IQ range of 151 through 210.

In the summer of 1960, the original class was invited back for the third summer, along with the 1959 returnees, and a new class was formed. This new class consisted of 31 members—nine girls and twenty-two boys—with IQ's ranging from 153 through 189.

Thirty students formed the new class in the summer of 1961. There were twelve girls and eighteen boys with an IQ range of 157 through 192. The 1960 class was invited to return. Expanding programs and shortage of space and facilities made it impossible to include the 1958 and 1959 classes in the invitations to return to the campus in the summer of 1961.

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[1] Lewis M. Terman and Maud A. Merrill, *Stanford-Binet Intelligence Scale* (Manual for the Third Revision, Form L-M. Boston: Houghton Mifflin Company, 1960), p. 18.

Details of class work done in the program for elementary highly gifted students were given in three previous publications.[1]

The follow-up research studies on the superior and gifted students have formed an important part of the total program carried on at Western Carolina College. It has been through these research studies that we have tried to determine, to some extent, the influence of our program upon the students.

Since the beginning of the first class in 1958, the questionnaire approach has been used in a follow-up study of those who have participated in the classes for gifted and superior students. Questionnaires have been sent each year to the students themselves, to parents, and to teachers. Much valuable information was gathered from these questionnaires; however, it seemed that this device had certain limitations. It was believed that a lengthy questionnaire tended to wind up in the wastebasket and that a short questionnaire did not cover the full scope of the information desired. We realized that certain types of information could be better obtained through personal contacts than by the questionnaires alone; therefore, plans were made for visiting these students, their families and local schools.

Procedure

Location files were prepared to aid in planning the visits. Prior to the visits letters were written to the parents and principals to notify them of the approximate dates of the visits. A copy of the principal's letter was sent to the administrative unit school superintendent so that he might be informed of the follow-up study. Upon arrival in each town or locality, telephone calls were made to the parents and principals and definite appointments were made for the visits. Also, personal contacts were made with superintendents and/or supervisors who had expressed a special interest in the program or who had requested additional information about it.

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[1] Maurice B. Morrill (ed.), *Gifted Children: A Special Class Conducted in the Summer of 1958* (Cullowhee, N. C.: Western Carolina College, 1959), 32 pp.; Harold H. Bixler (ed.), *Providing for the Bright and Gifted: A Manual for Administrators* (Cullowhee, N. C.: N. C. Commission to Study the Public School Education of Exceptionally Talented Children, 1961), pp. 52-54; Harold H. Bixler (ed.), *The Cullowhee Story* (Cullowhee, N. C.: Western Carolina College, 1962), pp. 12-30.

Report on School and Home Visits Concerning Elementary Students 2

Acceleration

Nancy Lou Queen* participated in the 1958 Fifth Grade and 1959 Sixth Grade. Mrs. Queen stated that Nancy Lou skipped the sixth grade in a small school she attended because there was a problem of overcrowding in the school and the principal thought Nancy could be "moved up" without causing her much difficulty. Therefore, she is younger than many others in her class this year. Mr. Queen said, "Participation in the program helped Nancy Lou gain self-confidence, and it has helped her in other ways."

Ernest Thomas (a member of the 1958 Fifth Grade, 1959 Sixth Grade, and 1960 Seventh Grade) skipped the fourth grade in the local school. He is rather small for his age and, of course, is small for his grade. Mrs. Thomas stated that Ernest made all *A's* during the first grading period, except for one *B* on physical education. She remarked that Ernest was able to pull the *B* up to an *A* during the period when the health books were used alternately with games and exercises. Mrs. Thomas expressed the feeling that it might help to group students in physical education and sports. She said, "Some of the smaller ones might like to play basketball, but they are not tall enough to be on the team."

This points up the fact that for an undersized student, acceleration may bring on problems of social adjustment as well as difficulties in sports. Cutts and Moseley, in *Teaching the Bright and Gifted,* devote a whole chapter to "Acceleration." Concerning this matter they state, "The adjustment which an accelerated pupil makes in school and college depends on his ability, physique, and personality, upon the amount by which he is accelerated, and upon when and how he is accelerated. The last factor, the type of acceleration, to some extent controls time and amount."[1]

---

*Fictitious names are used throughout this report.

Charles Dodson participated in the 1959 Fifth Grade and the 1960 Sixth Grade. Mrs. Dodson said, "Charles was accelerated when he started to school and is younger than others in his class. This does not seem to have affected him except that he seems to feel that he has to prove himself in sports."

Mrs. Dodson commented on the fact that Charles and his brother Victor are near the same age and get along well together. However, she said, "Victor is smart but he has difficulty making the high grades Charles makes, and he feels the difference." Mrs. Dodson stated that the whole family expects to spend the 1963-64 years in Europe. "We are making plans for Charles and Victor to go to private schools this year," she said. "We believe they need to have a chance to develop separately, and we think they will be better prepared for the trip to Europe after one year of prep school."

Clarence Teague (1960 Fifth Grade and 1961 Sixth Grade) was enrolled in accelerated fifth and sixth grades in the local school. Mrs. Teague stated that many of the students in his class went to Sampson Junior High School after they finished the sixth grade. She said "Clarence wanted to go to Sampson, but we are out of that district. They have accelerated classes at Sampson, but there are no accelerated classes at Main Street Junior High, where Clarence is enrolled in the seventh grade this year. The first day at Main Street, Clarence was crushed because he was placed with students who had failed the seventh grade last year. It has been difficult, but he has adjusted to the situation."

Motivation—Some Have It, Some Don't

Emerson's mother, Mrs. Wells, expressed appreciation for the Cullowhee program and remarked, "The classes at Western Carolina College gave Emerson enough enthusiasm to last him through the year. He missed being there last year (when his group was not invited to return); therefore, he is dragging a little this year. He does not dislike school, but he does not have as much enthusiasm as he did the year after he went to Cullowhee." Emerson attended the 1959 Fifth Grade and 1960 Sixth Grade.

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[1] Norma E. Cutts and Nicholas Moseley, *Teaching the Bright and Gifted* (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1957), p. 104.

Emerson participated in the elementary program and his brother Bill was enrolled in one of the college-level courses for superior high school students in the summer of 1961. Mrs. Wells said, "The classes at Western Carolina College have been wonderful for our boys. Their work in the local school has been supplemented. The school in Green Acres is small and there is not too much stimulation here."

During the school visit the principal stated that Emerson had been an outstanding student. However, he remarked, "We have been hard pressed to find enough enrichment activities to keep him busy. He has a fine attitude and is a good citizen. He seems to have no feeling of superiority that would tend to alienate friends."

Kenneth Cable attended the 1960 Sixth Grade at Western Carolina College. Mrs. Cable said that she and Mr. Cable were anxious for Kenneth to be nominated at the end of the fifth grade, but his nomination was delayed at the local school. Discussing the school situation Mrs. Cable said, "When Kenneth was in the fifth grade, he was enrolled in a combination class of fifth and sixth graders. When he was in the seventh grade (the year after his participation in the Cullowhee program), he was in a class in which one third of the students were previous failures. Kenneth was so excited about school after being at Cullowhee that he could hardly wait for school to start in the fall; however, he was terribly disappointed about the seventh-grade situation."

Mr. and Mrs. Brown, parents of Vance (a participant in the 1961 Fifth Grade), stated, "As parents we are grateful that our son was allowed to participate in such a unique and stimulating program as the Gifted Student Program at Cullowhee. We wish that such educational opportunities were available nine months a year in the North Carolina Public Schools instead of five weeks." Mr. and Mrs. Brown commented on the fact that although he attends a fairly small school in a small town, Vance is showing a great deal of improvement. They said, "We believe that a lot of his improvement is due to Mrs. Davis, his teacher this year. She seems to have the ability to stimulate and motivate the students in her class."

Mrs. Davis also commented on Vance's improvement. She remarked, "Last year Vance did not participate well in the physical activities, but he has done better this year. He has improved also in his contributions to the class. Recently he told the students about the Dewey Decimal System."

David Carpenter was also a member of the 1961 Fifth Grade. Mrs. Carpenter stated that he usually completed his homework at school and that he needed some project or special activity to help stimulate his interests. She said, "It would help so much to have parent-teacher conferences in order to discuss the problems and needs of our children. In the PTA meetings we need to discuss school problems instead of having so much social time. Many times the grade mother's duties are social ones."

According to Mrs. Carpenter, "The lack of challenge in the local school has been very frustrating for David. We did not realize that he was having some reading difficulty until he read aloud at home one evening. He kept skipping words, and we asked him why he did this. His reply was, 'We never ask the teacher about a word now because she never seems to notice when we fail to pronounce a word.' "

Norman Ingram, who was in the 1960 Fifth Grade, was enrolled in the seventh grade in his home school at the time of the follow-up visits. His teacher, Mrs. Nelson, stated that Norman was in the "upper bracket" of his grade. However, she said, "We have a great need for more challenging material for him."

Mrs. Ingram stated that Norman decided not to return to Cullowhee in the summer of 1961 because of his interest in Scouting. "Norman changed his mind about returning and wanted to go back, but it was too late for him to get in. We feel that the program helped Norman develop good study habits, but we think that just being tossed back into the average classroom has not been good. There is very little to challenge and encourage him. It would be grand if the program could be carried on throughout the year."

A teacher, talking about another bright student, stated, "I think he would do much better work if he were always in a special class for the gifted."

Concerning the challenge and stimulation needed by students to help them do their best work, Cutts and Moseley stated, "Bright students who work together stimulate each other to greater intellectual activity than is ordinarily found in a regular class. They give and take criticism, exchange ideas, and share research in a way that is hardly possible between pupils of unlike abilities. And, because all are able to do a great deal of work and are expected to do it, there is no feeling of discrimination."[2]

Financial Aid Needed by Some

It should be noted that financial assistance is essential for a number of the students who participate in the classes for superior and gifted students at Western Carolina College.

Charles Rogers attended the 1961 Fifth Grade. Mr. Rogers stated, "I borrowed money ($200) for Charles to attend last year. He needs a scholarship in order to return this year; however, I will borrow money again if no scholarship is available." (Note: Charles did return in the summer of 1962, but scholarship funds for the elementary classes were so limited that no financial assistance was available.)

Guidance and Counseling—There Is a Need

Kathy Collins was a member of the 1961 Fifth Grade. During the home visit Mr. Collins remarked, "The program was excellent for Kathy. She has been more interested in and concerned about her work this year. She is most anxious to return to Cullowhee. As interested parents we believe it would be helpful to have a guidance counselor available for personal interviews at least twice during the school year."

Dan Norman was a participant in the 1960 Seventh Grade. During the visit to the local school the principal stated that there was no full-time school counselor. He said, "The person who serves as part-time counselor just tries to meet and take care of any problems as they come up."

Teachers and counselors have extremely important roles in the instruction and guidance of bright as well as average students. Comments on this were made in the bulletin of the California State Department of Education, *Special Programs for Gifted Pupils*. "The gifted, as well as all other children, require individual guidance based upon their characteristics and needs. Because they tend as a group to be more emotionally stable, more socially conforming, and less inclined toward problem behavior than other children, their needs for guidance and individual counseling may be overlooked or postponed in favor of more pressing problems; yet within this group, as in all groups, there are individuals who need special help."[3]

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[2] *Ibid.*, p. 91.

Home-Related Problems

Martin Ellis was a member of the 1958 Fifth Grade and 1959 Sixth Grade. During the follow-up visits it was learned that Martin was one of more than one hundred ninth graders in his home town who were placed in the senior high school building because of crowded conditions in the junior high school. The school counselor expressed the feeling that Martin's parents pushed him a great deal. "Evidently they reprove him when he makes a mistake. He needs to learn to accept some of his errors rather than feeling that they are catastrophies. Martin does not share his ideas with the class and does not enter into class discussions."

During the home visit, it was learned that Martin did not have any special responsibilities in the home. According to Mr. Ellis, Martin is allowed to do pretty much what he wants to do when he wants to do it.

It was noted that Martin seemed to have great difficulty expressing himself because his parents made comments to him or about him all during his attempts to participate in a conversation. This is a good illustration of the gifted child whose problem is related to the home rather than the school.

Clyde Terrell, a participant in the 1959 Fifth Grade and 1960 Sixth Grade, was reported to have been having difficulty with Algebra I. Miss Cash, Clyde's Algebra teacher, remarked that he seems somewhat immature. She stated, "I feel that a lot of Clyde's trouble stems from his home environment." According to comments from several of his other teachers, Clyde has been having difficulty in other courses, too.

Mathematics—A Special Problem for Some Gifted Students

Paul Coman was a seventh grader in the 1961-62 school year. He attended the 1960 Fifth Grade and 1961 Sixth Grade at Cullowhee. Mr. and Mrs. Coman stated that they were happy that Paul was invited to participate in the classes and felt he benefited from them. Mrs. Coman remarked, "Paul is taking Advanced Mathematics (8th grade math). His teacher this year is Mrs. Helen Newton, who participated in one of The Gifted Child Workshops at Western Carolina College in the summer of 1961. She has made his school work this year a challenge to Paul, and she has encouraged him tremendously. Paul is making all *A's* this year."

---

[3] Ruth A. Martinson, *Special Programs for Gifted Pupils*, A bulletin of the California State Department of Education, Vol. XXXI, No. 1 (Sacramento: California State Printing Office, 1962), p. 48.

During the school visit Mrs. Newton stated that she had been highly pleased with Paul's work. She said, "He is an excellent student in every way. He is well liked by the other students and is serving as the class president. He seems interested in all the enrichment activities we are doing. Paul has no inflated ego and shows no indication of it."

Clarence Teague (who was introduced in the section on "Acceleration") "was crushed because he was placed with students who had failed the seventh grade last year." Mrs. Teague said, "In spite of this placement, Clarence has done pretty well in everything except mathematics. He was quite bored in math because seventh grade material was used in the sixth grade and he felt he was just repeating what he had last year. Since his teacher secured some enrichment material for him in math, he has been doing much better."

Carlton Jones participated in the 1960 Fifth Grade and 1961 Sixth Grade. His teacher expressed a feeling of disappointment with some of Carlton's grades, especially in mathematics. She remarked, "He recently made a *C* in math; he had been making *A's*."

During the research visits, it was noted that some of the gifted students seemed to have had more difficulty with mathematics than with other subjects. Several writers have commented on this problem, stating that drill work may be enjoyed, to some degree at least, if the student can see the need for it. It is extremely important that he obtain a good working knowledge of the mathematical techniques. The student should reveal, possibly by means of a pretest, that he has no need for drill before he proceeds with an enrichment activity.

Social and Emotional Adjustments

Mr. and Mrs. Franks, Barbara's parents, said, "We feel that Barbara found herself through the program at Western Carolina College." Barbara was a member of the 1959 Fifth Grade and 1960 Sixth Grade. Mrs. Franks remarked, "She had a lack of self-confidence until then. She seems better adjusted socially and her study habits and skills have improved tremendously. Her grades have improved as a result."

Karen Roberts was a student in the 1959 Fifth Grade and 1960 Sixth Grade. During the home visit, Mrs. Roberts said, "As far as Karen in concerned, she got a tremendous lift from the WCC program. This was at a time in her life when it was very important to her. Participation in the program gave her a feeling of confidence. You can count her as a real success story in this regard. Also, her reading has improved immensely.

"Karen is not an extrovert in the strict sense of the word, but she participates. She likes to get out and do things. Karen has several close friends, and she has made a very happy social adjustment, which we consider adequate and average."

Mr. and Mrs. Jones expressed great interest in the special classes at Western Carolina College, but they commented that they were concerned about some of the reactions to the classes on the part of others, especially adults. Their son, Carlton, participated in the 1960 Fifth Grade and the 1961 Sixth Grade. Mr. and Mrs. Jones remarked that they are very much interested in the attitude of other parents and teachers concerning the children who have enrolled in these classes. Mr. Jones told about a friend who learned of the program through an article in the Maintown *Morning Herald*. He said, "This friend stated that he wished the word *genius* had not been used in connection with the program." (The word *genius* was used by the reporter who wrote the article.) Mr. Jones remarked that because of this reaction and the attitude expressed by some of the teachers, he feels that one of the greatest needs in the program is that of finding a way to help adults understand that these boys and girls are still children and need to be able to express themselves as children. Mr. Jones said, "After participation in special classes, they should not be expected to be perfect in everything as some people seem to think they should."

Miss Norton, Carlton's teacher, stated that he recently was elected mayor of his class. She remarked, "He does not seem to feel superior or act superior, and he is popular with the other students."

Ellen Harrell's parents commented on the fact that she seemed more mature after her participation in the 1961 Fifth Grade. They stated, "Ellen has always been very independent; however, her manners have improved and she seems more aware of others and their needs." During a brief interview with Ellen, she remarked that the emphasis on study skills in the program had been a great help to her.

Study Habits and Skills

Commenting on his participation in the program, Dan Norman (1960 Seventh Grade) said, "The study periods helped me improve my study habits. I am able to express myself better on paper than I could before I attended the program." Mrs. Norman remarked, "Dan learned more during the five weeks at Cullowhee than he has learned in one whole year at school. It was the first time he had been challenged." Mr. and Mrs. Norman expressed concern over Dan's being called down at times by one or two of his teachers in the local school in front of the whole class. They stated, "This has been done because Dan does not know *all* the answers. Being called down in front of the whole class has hurt Dan, but he has gone right on to do the best he can."

"Betty Russell has a terrific vocabulary. Her manner of studying reveals mature study habits and skills." These statements were made by Betty's teacher. Betty was a member of the 1960 Fifth Grade and the 1961 Sixth Grade. Mrs. Russell stated that Betty has been doing well about her studying. She commented that recently Betty put a sign on her door which read, "Please be quiet—studious student studying studies."

Mrs. Davis, Vance Brown's teacher, said, "The program at Cullowhee seemed to have helped him in his study habits and skills, especially in the use of materials." Vance was a member of the 1961 Fifth Grade.

Timothy Rogers, who participated in the 1958 Fifth Grade, 1959 Sixth Grade, and 1960 Seventh Grade, stated that his experiences at Cullowhee had helped him in many ways. "Of primary importance was learning how to get along with other people of comparable ability. For this, if for nothing else, I am deeply thankful for Cullowhee. The study habits in which we were drilled have been invaluable in my school work. The work itself at Cullowhee—biology, chemistry, algebra, world literature—has stimulated my interest and truly broadened my intellectual horizons. Cullowhee was an unforgettable experience."

Cutts and Moseley, in their chapter on "Enrichment: Purposes and Plans," state, "Holding a bright pupil to stereotyped work which has been planned for the average and trusting him to take care of himself may induce bad intellectual habits."[4]

Underachievement

Mary Cooper attended the 1958 Fifth Grade and the 1959 Sixth Grade. During the school visit, the principal stated that she had made good grades (practically all *A's*) until she reached the last half of the eighth grade. Then her grades dropped from *A's* to *C's*.

During the home visit, Mary's mother expressed concern over her drop in grades and stated, "There is no demand on her time, therefore, I cannot understand why she is doing such poor work." Mary stated that she has had more trouble with TV Science than any of the other courses. "Our book does not follow the course on TV. We are supposed to do the experiments after the program, but the school does not have sufficient equipment for this." Commenting on her study habits, Mary remarked, "I used to have a special time to study in the evenings, but now I just don't spend any time on my work."

Peter Grant, also a member of the 1958 Fifth Grade and 1959 Sixth Grade, was reported to have made mostly *1's* during his first six years in school. The principal of the school he now attends stated, "When Peter entered the seventh grade, he started making *2's* and *3's*, with a few *1's* on Health and Physical Education. Now a ninth grader, he has continued to make similar grades on his subjects."

Mrs. Grant said, "Peter never studies unless prodded. This has not always been true, but it seems to have started during his term in the seventh grade. He feels that he gets very little encouragement from his teachers. Part of this may be due to the fact that he wanted to share some of his experiences in the Cullowhee program but was never called on to do it."

According to the principal and Mrs. Grant, Peter enjoys sports and physical education; therefore, he now spends more time outdoors and less on home study.

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[4] Cutts and Moseley, *op. cit.*, p. 38.

Horace Simpson participated in the 1960 Fifth Grade and the 1961 Sixth Grade. Now a seventh grader in the junior high school he attends, Horace, according to his teacher's comments, has not been working up to his identified potential. "I have been disappointed in his work this year," said Mrs. Downs. "For the third report period, Horace carried home an *F* on arithmetic. His grade on language and social studies for the fourth report period was also an *F*. His low grade on arithmetic was due mainly to the fact that he did not complete his work. Out of 50 problems, he worked only 15 or 20. When questioned about it, Horace stated, 'I watched TV instead of completing my problems.' He does not seem to have any interests except books and TV." Mrs. Downs stated, however, that after Horace made the *F* on arithmetic, he worked on it enough to pull up his grade.

When asked what he liked best about his school work this year, Horace replied, "Nothing in particular because the work is too slow and uninteresting."

Horace's parents work full time. During the follow-up visit, Mrs. Simpson stated that she thought much of Horace's difficulty stemmed from the fact that he had not maintained good study habits. She remarked, "He neglects his homework and spends a great deal of time reading." Mrs. Simpson added, "The move from the elementary school, which is near home, to the junior high school, about a mile away, has been a difficult adjustment for Horace. When he was in the elementary school, he frequently remained a while after school to help the teacher, and he seemed to enjoy it. Since he has moved to the junior high school, there seems to be no need for him to help his teacher after school, and the school is too far away." It was noted that neither Mr. Simpson nor Mrs. Simpson had talked with Horace's teacher about his academic work this year.

"Gifted children are the greatest underachievers in our schools because their achievement is further below the limits of their capacity than any other group."[5]

The causes of underachievement appear to be numerous and varied and often difficult to determine. Underachievement in these gifted pupils is often due to the fact that they find school work at a slow pace (for them) to be uninteresting. The factors which seem to provide a challenge for some students appear to create problems and frustrations for others. One important fact concerning underachievement is that identification of the potential and actual underachiever needs to be made early so that he can be helped before his poor study habits become fixed and his anxieties overwhelming.

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[5] Joseph L. French (ed.), *Educating the Gifted* (New York: Henry Holt and Company, Inc., 1959), p. 392.

Other Areas of Concern

Trudy Young was a member of the 1959 Fifth Grade. She said, "The class at Cullowhee helped me learn good concepts in literature. Also, I received a great benefit from the morning talks. We gave morning talks in the junior high school last year, and the other students remarked about my not being afraid when I gave mine." Mrs. Young stated that Trudy did not return to Cullowhee in 1960 because she had an opportunity to make a trip to California.

Arnold Knight participated in the 1960 Fifth Grade and the 1961 Sixth Grade. His parents stated that the program had been a great help to Arnold. Mrs. Knight stated that Arnold had always been a good student, "but during his first session at Cullowhee he learned how to study and how to use his brain. The method used for explaining scientific materials to the boys and girls was excellent. And Arnold was extremely enthusiastic about the arts and crafts."

Class Personnel Changes

There were 29 students in the first class for highly gifted boys and girls, which was conducted in the summer of 1958. Students in this class were invited to return at the end of the sixth grade in 1959 and at the end of the seventh grade in 1960.

It is of interest to note that only one student in the original class did not return in 1959. One student was selected as a replacement and an additional student was selected to bring the total to 30. Seven of the students who came in 1958 and returned in 1959 decided not to come back the third year; therefore, there were seven replacements in 1960. The 1958 class was the only one invited to participate in the program three years consecutively. Limited dormitory facilities prevented other classes from being invited for a third year.

Thirty students were selected for the new fifth-grade class in 1959. Three of these did not return in 1960, but three replacements kept the number at 30.

Seven of the 31 students chosen for the fifth-grade class in 1960 did not return in 1961. They were replaced by seven new students in 1961.

Thirty boys and girls were selected for the fifth-grade class in 1961. Four replacements were selected in 1962 for the four who did not return.

Concluding Remarks

According to comments made by the parents and teachers, the students who have participated in the special classes at Western Carolina College generally have adjusted well upon their return to homes and local schools. Many have formed new study habits and study skills, and some have improved the habits and skills already formed. One mother said, "The thing we were most delighted with was the emphasis on the study skills."

Most of the parents and teachers expressed the belief that the boys and girls who took part in the program received lasting benefits. Many of the students themselves voiced comments of appreciation for what the program had meant to them. They expressed gratitude for newly found friends, the challenge and stimulation received in the classes, and the excellent instruction, especially on study habits and skills. The parents of one boy who participated in the program summed up their feelings with the remark, "Cullowhee was a shot in the arm for him. It was wonderful."

Statistical Information on the Elementary Program 3

The caliber of students in the elementary school highly gifted groups might best be illustrated by a series of tables.

What Are Gifted Students Like?

Table I shows the distribution of Stanford-Binet IQ's for the highly gifted elementary school students who participated in the first four special classes at Western Carolina College.

TABLE I

DISTRIBUTION OF STANFORD-BINET IQ'S

Forms L and M

IQ's	Year in Special Class at Cullowhee			
	1958	1959	1960	1961
		(End of Fifth Grade)		
Above 199		1		
190-199	1			1
180-189	3	2	4	3
170-179	4	3	7	6
160-169	5	9	8	13
150-159	15	15	12	7
140-149	1			
Totals	29	30	31	30

The IQ range, median, and mean for each year also reveal the high caliber of the students in these classes. This information is provided in Table II.

TABLE II

RANGE, MEDIAN, AND MEAN OF THE STANFORD-BINET IQ'S

Forms L and M

Year*	Range	Median	Mean
1958	146-190	158	162
1959	151-210	160	162
1960	153-189	162	165
1961	157-192	165	166

*After student had completed fifth grade.

Note: Medians and means have been rounded to the nearest whole number.

The distribution of Binet IQ's shows that the median has gone up steadily each year. This rise in the median is due to increased competition.

TABLE III

NUMBER OF BOYS AND GIRLS IN EACH CLASS

Year*	Boys	Girls	Total
1958	17	12	29
1959	19	11	30
1960	22	9	31
1961	18	12	30
Totals	76	44	120

*After student had completed fifth grade.

Table III reveals that of the total number of students who participated in the Gifted Student Program during the four-year period (1958 through 1961), 63 percent were boys and 37 percent were girls.

TABLE IV

FAMILY ECONOMIC STATUS

Classification	End of Fifth Grade			
	Year			
	1958	1959	1960	1961
Wealthy				
Comfortable	12	15	14	14
Moderate	17	15	17	16
Poor				
Dependent				
Totals	29	30	31	30

Information for Table IV was obtained from the school nomination blanks and home information sheets. It is interesting to note the fairly equal distribution between comfortable and moderate.

TABLE V

STUDENTS WHO HAVE BEEN ACCELERATED

Year*	Acceleration		Number Reporting
	Yes	No	
1958	10	20	30
1959	12	18	30
1960	3	31	34
1961	5	22	27
Totals	30	91	121

*After student had completed fifth grade.
Note: Numbers include replacements.

Information for Table V was obtained from the Parent Questionnaires which were filled in during the 1961-1962 school year. It should be noted that the numbers in the "Yes" column include various types of acceleration—early school admission, nongraded primary groups, grade skipping, and "rapid progress" or course acceleration.

Table V reveals that 30 out of 121 students (25 percent) have received some type of acceleration during their school careers. It is possible that as more special classes are organized in North Carolina with State-allotted teachers there will be less acceleration.

TABLE VI

STUDENTS' ATTITUDES TOWARD SCHOOL

Does the student have a healthy attitude toward school?

Year*	Yes	At Times	Number Reporting
1958	26	4	30
1959	27	2	29
1960	29	—	29
1961	27	1	28
Totals	109	7	116

*After student had completed fifth grade.
Note: Numbers include replacements.

The data for Table VI were gathered from the Parent Questionnaires (1961-62 school year) and from the school and home visits. Table VI shows that 94 percent of the students have a healthy attitude toward school. Research revealed that none of these students had urgent discipline problems, although some of them did not get along with all their teachers. Some of the comments made by parents concerning the attitude toward school are given below.

"I suspect his attitude is healthy for him. He is somewhat bored, but he enjoys the social contacts."

"Yes, he is normal. He likes for it to snow so he won't have to go to school, but during his bout with 'flu' he could not wait to get well enough to return."

"His attitude is healthy at times—improving."

"She has a very good attitude. She works to learn, not for grades only."

"His behavior is fine—no discipline problem—but he finds it very 'uninteresting' to quote him."

"As a matter of fact he frequently says, 'I love High School!' " (This comment concerns a student who had course acceleration as a freshman in high school last year.)

"Yes, he has a healthy attitude. He has been a little bitter about being always expected by teachers to do extra well."

"Very enthusiastic. She likes it all."

"His interest is less than it was. There is not enough motivation."

"His interest is greater due to influences at both Western Carolina College and the local school."

"His interest is less, due to the difference in challenge given by the teacher."

TABLE VII

STUDENTS' ATTITUDES TOWARD CLASSMATES

How would you describe the attitude of this student toward his classmates this year?

Year*	Excellent	Good	Fair	Poor	Number Reporting
1958	8	16	3	5	32
1959	7	14	3	3	27
1960	3	24	4	2	33
1961	8	17	2	2	29
Totals	26	71	12	12	121

*After student had completed fifth grade.

Note: Numbers include replacements. (Some of the students who were rated as "fair" were reported to be improving.)

Information for Table VII was obtained from the Teacher Questionnaires, which were filled in during the 1961-62 school year. It may be seen that 80 percent were reported as having excellent and good attitudes toward their classmates; 10 percent, fair; and 10 percent, poor. Some of the comments on the questionnaires for those who were rated "poor" pointed to emotional difficulties, which apparently were related to home problems.

The following comments were made by teachers who had observed the attitude of students (who had participated in the Gifted Student Program at Western Carolina College) toward their classmates in the local schools.

"His attitude is good. Much improved since the beginning of the year."

"She seems indifferent—a little withdrawn."

"Her attitude is very good. She mixes well and is friendly toward her classmates."

"He frequently seems to feel much superior and lets them know it; however, it (his attitude) has improved considerably since last year." (This student is from a broken home and has given evidence of feeling somewhat insecure.)

"Well-rounded, wholesome attitude."

"Withdrawing. He does not appear to have many friends." (There have been strong indications of rather intense parental pressures on this boy.)

"He feels he is one of the gang. His attitude is very good."

"She appeared haughty at first, but has improved greatly."

"Very good. She is a very well-rounded student—sociable and well liked by all classmates."

"He makes an awkward attempt to be friendly but often ends in being patronizing."

"This student has great leadership ability, but she is never aggressive to the point where classmates resent her superior intelligence."

"His attitude is that of a self-confident, well-accepted leader."

"He has very little patience with the slower students."

"He is friendly, kind, unselfish, helpful, and usually considerate. He shows no feeling of superiority."

TABLE VIII

SOCIAL AND EMOTIONAL ADJUSTMENTS

End of Fifth Grade	Well-adjusted Socially			Well-adjusted Emotionally			Number
Year	Yes	No	Uncertain	Yes	No	Uncertain	Reporting
1958	23	2	7	23	2	7	32
1959	19	6	3	20	5	3	28
1960	25	6	6	29	2	6	37
1961	23	3	2	23	3	2	28
Totals	90	17	18	95	12	18	125

Note: Numbers include replacements.

Table VIII data were taken from the Teacher Questionnaires (filled in during the 1961-62 school year). A study of Table VIII reveals that 72 percent of the students in all four classes were socially well-adjusted and 76 percent were emotionally well-adjusted. Slightly more than 14 percent were reported as not being well-adjusted socially and slightly more than 9 percent, emotionally. This seems to indicate that these highly gifted students are adjusted as well as normal children. Some of the additional remarks made by teachers concerning these adjustments are given below.

"Elliott seems to be an exceptionally well-adjusted person. There seems to be very little jealousy or resentment on the part of the other students, none of whom approach his ability level."

"We feel that Henry many times 'plays down' his abilities in order that he may appear one of the regular fellows. At the same time he holds his work to certain high standards that he has set for himself, being careful that the group does not think of him as a 'brain'. For years he has been a leader of this group."

"Kenny is affectionate and demands a great deal of attention. He realizes that he has ability but does not make use of it. He has been babied so much at home until he expects it here." (These statements were made by a fellowship teacher who observed this student at Cullowhee.)

"Rex is the ideal student. He gets along well with all students and teachers. He was elected president of the student body for the present school year. His sound home background makes up for any school deficiencies."

"Dorothy is a sensitive child, understanding the needs and feelings of others in such a mature manner that sometimes one is almost startled. She accepts responsibilities, makes friends easily, and is quite popular with her classmates."

"Sammy has been told over and over (by his parents) how smart, gifted, and talented he is until he has a very poor attitude. He doesn't seem to get along with the other students well, especially boys. Of course, jealousy plays a part. He likes attention and does not take criticism well."

It is interesting to note that in nearly every case of social and emotional difficulty the students concerned were classified as being small for their ages. One of these students was small for his age and had skipped a grade during the school year. Teachers reported intense parental pressures on the boy, which seemed to cause more emotional problems.

Although some of the gifted children have problems of social and emotional adjustments, this is by no means true in most cases. Comments in the bulletin of the California State Department of Education, *Special Programs for Gifted Pupils*, indicate that the gifted ". . . tend as a group to be more emotionally stable, more socially conforming, and less inclined toward problem behavior than other children . . ."[1] Their needs for counseling and guidance may be overlooked frequently because their difficulties in adjustments may not be recognized until they become acute.

Gallagher stated in his book, *Analysis of Research on the Education of Gifted Children*, ". . . investigation revealed that those children who suffered the loss of social acceptance generally came from classrooms where few other bright children were enrolled."[2]

TABLE IX
RESPONSIBILITIES IN THE HOME

Do you have any special responsibilities at home?

Year*	Yes	No	Number Reporting
1958	26	2	28
1959	26	3	29
1960	28	6	34
1961	26	1	27
Totals	106	12	118

*After student had completed fifth grade.
Note: Numbers include replacements.

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[1] Ruth A. Martinson, *Special Programs for Gifted Pupils*, A bulletin of the California State Department of Education, Vol. XXXI, No. 1 (Sacramento: California State Printing Office, 1962), p. 48.

[2] James J. Gallagher, *Analysis of Research on the Education of Gifted Children* (Springfield, Illinois: Superintendent, Public Instruction, 1960), p. 49.

Data gathered from the Student Questionnaires (filled in during the 1961-62 school year) provided the information for Table IX. This information is of interest since (according to comments from parents and teachers) it was noted that eight of the twelve students who replied "No" to the question in Table IX have had some social and emotional adjustment problems. These same students were reported by their teachers as being quite reluctant to accept responsibilities at school.

Areas of Concern

Study Habits and Skills

One of the main areas of concern in the Gifted Student Program has been the development of good study habits and skills. Supervised study periods were held every evening during the session to aid in this special emphasis.

What Do the Parents Say?—As a part of the follow-up study, parents of members in the 1958 and 1959 classes were asked a question concerning the students' study habits and skills. Table X reveals the information obtained.

TABLE X

STUDY HABITS AS SEEN BY PARENTS

Has the student maintained good study habits?

Class	Yes	To Some Extent	No	Number Reporting
1958	26	3	1	30
1959	24	4	1	29
Totals	50	7	2	59

Note: Numbers include replacements for these two classes.

Data for Table X were obtained from the parents during the 1961-62 school year when most of the students were in the eighth and ninth grades. It may be seen that 85 percent of the students had maintained good study habits, 12 percent had maintained them to some extent, while 3 percent had not maintained good study habits.

It may be of interest to note some of the statements made by the teachers of the two students who were reported by their parents as not having maintained good study habits.

Comments from teachers concerning George, the 1958 class member, are as follows:

"He does not follow instructions carefully and he displays a superior attitude to a slight degree."

"He is improving in the area of following instructions, superior attitude, and other areas as well. He has made great progress in getting work habits and ability in line, though he needs to continue work on this."

Mark is the 1959 class member who had not maintained good study habits. Comments from his teacher are as follows:

"Mark does not work up to the level of his potential; therefore, he is in regular classes with average students. He is socially immature and acts more like an eighth grader." (Mark skipped the sixth grade and then did two years' work in one.)

"I believe that when Mark matures physically and socially and realizes he must conform a little more, he will then reach his full potential. It is immediately evident that Mark is bored with the routine of classwork. He works much better and accomplishes much more when I can provide individual assignments for him. He adds a great deal to class discussions; but when it comes to tests, he refuses to memorize."

What Do the Students Say?—Students in the 1960 class were asked about their study habits and skills as shown in Table XI.

TABLE XI

STUDY SKILLS AS SEEN BY THE STUDENTS

Did your work at Western Carolina College help you to learn new study skills or to improve your study skills?

Class	Yes	No	Number Reporting
1960	19	4	23

Note: Numbers include replacements.

A few of the comments from students who were in the 1960 class reveal additional information concerning the study skills and the question asked in Table XI.

"Yes. I was taught to organize my study, which helps me to learn things thoroughly."

"Yes. I learned to study for exams better."

"I learned to be quicker, more efficient, and better organized."

"I hope I will be able to attend another session at Western Carolina. It provides background material for regular study in school."

"I shall always be grateful for the wonderful experiences at Cullowhee. The lessons learned and the friendships gained are invaluable."

The question concerning study habits and skills was changed on the questionnaire sent to members of the 1961 class as shown in Table XII.

TABLE XII

ITEM OF GREATEST VALUE LEARNED AT WESTERN CAROLINA COLLEGE

What did you learn (at Western Carolina College) that has been of greatest value to you?

Class	Study Habits and Skills	Other	Number Reporting
1961	17	13	30

Table XII reveals that more than half of the students in the 1961 class felt that learning new study habits and improving the ones already learned were of the greatest value to them.

A few of the comments made by students who stated that other items learned had been of greatest value are as follows:

"Learning how to make oral reports was of the greatest value to me."

"The study of scientific attitudes . . ."

"I learned how to get along with other people."

"Mrs. Taylor taught me not to criticize so much and how to settle problems peacefully. Now I'm not as aggressive (I hope)."

Extracurricular Activities

Many teachers feel that superior and gifted students spend too much time on their studies. At Western Carolina College we believe in a well-rounded personality. Cutts and Moseley, in *Teaching the Bright and Gifted*, state, "Extracurricular activities, including chores, have been a perennial means of giving pupils scope to display good character traits . . . The bright child's feeling that he is not as good at sports as at studies may keep him from realizing that he could nonetheless be very good . . .

"There are scores of nonacademic accomplishments which bright youngsters can acquire if they will and which will be of value now in helping them get along with their fellows and later in family living and as recreational interests."[3]

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[3] Norma E. Cutts and Nicholas Moseley, *Teaching the Bright and Gifted* (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1957), pp. 184-187.

Since it is felt that a well-rounded personality is extremely important, another area of concern in the follow-up study was the participation in local school extracurricular activities by students who had been in the Gifted Student Program. The information given in Table XIII includes only the students in the 1958, 1959, and 1960 classes, since they were the only ones who had reached the junior high school level by the time the follow-up study was conducted.

TABLE XIII

EXTRACURRICULAR ACTIVITIES

End of 5th Gr. Year	Annual Staff	Band	Cheer-leader	Debating	Dramatics	Language Club	Piano
1958	1	12	1	2	2	3	2
1959	—	2	2	2	—	—	1
1960	1	8	—	1	2	—	1

End of 5th Gr. Year	School Paper	Science Club	Sports	Student Council	Number Reported	Questionnaires Received For
1958	2	5	11	3	25	32
1959	3	—	7	2	18	28
1960	2	—	8	1	18	35

Note: Numbers include replacements.

Extracurricular activities were reported on 61 students. Of this number a total of 26 were reported as participating in sports, 22 in band, 7 on the school paper, and 6 on the student council. In addition to the activities listed in Table XIII, students were also reported as participating in church functions, scouting, and other activities. Data for Table XIII were gathered from the Teacher Questionnaires, which were filled in during the 1961-62 school year.

Academic Progress

The academic progress of these students was another area of concern. Perhaps this progress can best be given through comments from teachers.

"Mack is a tremendous help (in the class), but I feel he is being held back because of no grouping here."

Commenting on George's academic progress, one of his teachers stated, "I think he would do much better work if he were always in a special class for the gifted."

"Cindy needs challenging in order to work up to ability."

"Beth has too many social activities on her mind and she neglects her work, or forgets it, or loses it. She could be an excellent student if she would concentrate on learning and not on the letter grade on her report card."

"My chief concern, at present, is that she (Carla) develop enough confidence in her own ability to follow instructions that she will not feel the need for constant assurance and for interpretation on the part of the teacher."

"It has been delightful to have Rob in my class but difficult because he is the only superior student in a class of 34."

"Unfortunately, we do not have a special program in our high school for gifted children. Mark needs a great deal more individual attention than he is getting. Nearly all the classes he is now in are composed of at least 30 students. He gets bored with the dull routine of drill exercises and therefore loses interest. His grades are far below average for a student as capable as Mark. However, I do not believe that our grading system is a reliable measure of what Mark knows or has learned."

"His achievement in arithmetic is average even though his intelligence score is high. Stuart has more admirable traits than teachers could hope for in many pupils."

"Newton makes a very noticeable effort to improve when a weakness is pointed out and explained. He has improved in neatness of person and surroundings."

"Donna is not in my homeroom class; however, I teach her mathematics and science daily. It is a pleasure to have her in my class. She speaks highly of her summer experience at Cullowhee and has related instances in class from time to time. I believe you have helped her education immensely with your fine program."

"A new girl came to Starhill School this year, and J. has had more competition in her school work than formerly, but it has been good for both of them. They are good friends and neighbors, and good students. When we gave our achievement tests in February, each of them had a battery grade placement of 9.4; but since J. is younger, that puts her at the head of the list yet. However, she has become awakened to the fact that even here she is not so far beyond the others, and that seems to spur her on."

"I feel that Betsy came into the 6th grade this year knowing how to study and as a result has done more independent work than others in the class."

Dr. Miriam L. Goldberg, in her speech to the Council for Exceptional Children in Philadelphia, Pennsylvania (April, 1963), made several comments concerning learning experiences and academic progress for the gifted. ". . . placing bright children in narrow range classes, though a possible facilitator of better learning experiences, does not *per se* result in greater achievement in the basic skills or knowledge . . . There is, however, some evidence that, contrary to the stereotype, grouping results in the development of more realistic self-concepts for gifted students . . . The crux of the problem of providing more meaningful learning experiences lies not in the grouping patterns used, but in what goes on in the classroom."[4]

Concluding Remarks

From the statistical information on the elementary program we see the gifted students who have participated in the special classes at Western Carolina College are of high caliber in many respects. Generally speaking they have not only high IQ's, but also healthy attitudes toward school and their classmates. They tend to be well adjusted both socially and emotionally. These students usually take care of special responsibilities in their homes, maintain good study habits, and participate in extracurricular activities.

Although it appears that many of the students have not achieved in academic progress according to their capabilities, they are making progress in this area of concern. We need to keep in mind that improvements in this area are dependent to some extent upon the academic offerings of the schools in which they are enrolled and upon the teachers themselves.

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[4] Miriam L. Goldberg, *Research on the Gifted* (New York: Teachers College, Columbia University, March, 1962), (Mimeographed) pp. 35, 36, and 41.

General Comments from Students, Parents, and Teachers Elementary Program 4

These comments from students, parents, and teachers have been taken from the questionnaires which were filled in during the 1961-62 school year.

Students' Comments

Mack—"The Gifted Student Program has been very helpful to me. I have had more confidence in my academic ability since I took courses at WCC. At Cullowhee I learned how to apply myself to studies."

Harry—"The Gifted Student Program has helped to prepare me for the boarding school I now attend, especially in English. Since I will take only one history, it was good that I took history at Cullowhee. My chief interest is chemistry, originally stimulated by the course at WCC. Every year I appreciate more the summer program. The first year I did not see how the experience had helped me very much. Now I see that it has been very worthwhile. I will probably appreciate (it) even more as I grow older." (Note: Harry attended the first class in 1958 and returned in 1959 and 1960.)

Stan—"I have always enjoyed the program and I believe it has helped me greatly in more ways than just school."

Kit—"My year at Cullowhee was one of the most valuable experiences of my life. I hope that we will be able to return this summer as has been suggested by the questions on the last two questionnaires sent to us." (Note: Members of the 1958 and 1959 Classes were invited to return in the summer of 1962 for a study of THE FAR EAST. A total of 35 students returned.)

Beverly—"I have thoroughly enjoyed the three years I attended classes at Cullowhee and have appreciated it greatly. It has helped me tremendously in my school work. I am looking forward to next summer. Thank you so much."

Barbara—"I am very happy about going back to Cullowhee. This program has been very helpful to me in school. I only wish this program could continue through high school and college."

Tom—"One summer without the program was enough to show me how important it is. I am grateful for the chance to come again."

The above comments indicate that the students feel that they have profited greatly from their participation in the program—not only in their school work, but also in their associations with others.

Parents' Comments

The first series of questionnaire comments from parents are in reply to the request for any further suggestions or recommendations concerning the Gifted Student Program. Since some of the comments are fairly long, the information pertaining to different students will be identified by numbers.

General Reaction

1. "I am sold on the program."

2. "If possible, make students aware that intellect, not supplemented by effort, is not sufficient."

3. (We recommend) "enrichment programs locally and more counseling for both student and parents."

4. "Only that we would like for it to be held as often as possible—and, even more, we would like to see it showing a stronger influence on the curricula in the public schools—especially in the elementary grades."

5. "None except that I wish it could be expanded and extended to other geographical areas of North Carolina and the South."

6. "I wish more children had such an opportunity. They need to be busy during the summer at something that counts."

7. "Your program at Cullowhee provides a shot in the arm that helps the student through nine uninteresting months. On the local level we need to do something. We cannot afford music or dancing lessons. However, I have wondered about supplementing our son's high school work with correspondence courses . . . We want very much for him to return to Cullowhee."

Additional Remarks

The next series of comments from parents may be classified as "additional remarks" concerning the program. Here again numbers will identify different students.

1. "I feel that Kip received much benefit from the experiences at Cullowhee. He had always attended a small rural school which could not provide for some of his needs. It afforded an opportunity for him to be with other children, especially boys of his age. It was a good social experience for him. He seemed to gain more independence."

2. "He cried the night before returning to school after Christmas vacation. He said, 'School is so dull. Mrs. T. is an unimaginative person.'"

3. "Paul definitely derived great benefit from this program. Aside from the benefit derived by the individual student, and perhaps more importantly, the program is even more worthwhile if as a result of the research work done at Cullowhee special programs for the gifted children will soon be generally introduced in the public schools of North Carolina."

4. "The program seems to cover every possible phase of the interests, problems, and activities of the student. It was interesting to note the emphasis placed on *guidance*, which should prove invaluable later on.

"I am sure that parents as well as students have benefited greatly from this program. It has certainly made us (my husband and me) aware of the abilities and promise and problems which are a part of the gifted child. Our son has benefited in social growth particularly, but in intellectual insight as well. He could not have been in better hands."

5. "We regret the cessation of the third year as much as he does." (Note: The 1958 Class was the only one in which students were invited for three years consecutively.)

6. "I think that children should be allowed to become more self-reliant without becoming more sophisticated. We don't have to sugar-coat learning as much as we do. I think there would be a greater sense of accomplishment. Norris has three brothers and a sister. We are still an extended family in our relationships with other members of our family. I mean uncles, aunts, cousins, grandparents, etc. I thing that part of the good adjustment of all my children stems from this. My children like to be together

and to do things together. My 20-year-old son is the only youngster in his age group who *likes* to come home. His friends all gather here. This is an enrichment that I feel will help them much longer than some you suggest. Norris gets home from school at four o'clock (almost) and I want him to have time to be a boy. I feel that extra outside lessons at this point would do harm. We have a record player and books. My husband is an artist. I hope that Norris is being enriched in a natural, normal, unforced fashion. He has parents who love him, are interested in him, and think knowledge is an adventure. To know and find out is wonderful and interesting. At least I hope they feel this."

7. "Something has greatly improved Tim's attitude, and I believe it was his stay at Cullowhee. Last year was a nightmare; he refused to do his homework. He was very intolerant of other children's slowness. His grades were bad. This year homework is always done, his grades are all 'ones', and he is much more humble over his own abilities and less impatient with others."

8. "The best feature of the work at Cullowhee is teaching students to get the most out of their studies and their responsibilities to humanity. Nell thoroughly enjoyed all (phases of) the program at Cullowhee and has greatly benefited from her experiences there."

9. "We, as parents, find that our son is very lazy when it comes to school work. We have to keep after him constantly to make him do it . . .The first two weeks of school, he was in an accelerated core class and he liked the teacher very much. And then due to the classes being overcrowded, they broke up the accelerated core class . . . He didn't want us to have him changed because he was afraid of what the other boys might think. We don't know whether he is bored or not, but he does not seem to like school. He loved it at Cullowhee and wished he could go again this summer, in fact, he liked it so much he didn't want to leave."

10. "I feel that the program at Cullowhee helps this particular type child understand himself and at the same time (it) gives (him) a realization and satisfaction of living up to his capabilities. Many have been so held back by the classroom as a whole that they have had little occasion for real satisfaction in their work."

11. "Irvin is fortunate in being in a class with many children

of high ability whose interests closely parallel his. He also has a very able teacher."

12. "We are very pleased with what this program has done for Ellen. She is more considerate of others. In addition, she recognizes that she has faults and is making an effort to correct these. Her manners have improved."

13. "You couldn't find stauncher support for your program than from those of us who have benefited by the opportunity offered these children. In our opinion we rate more highly the 'intangibles,' which nonetheless take solid form in the development of character. Ours is a personal and limited view, but perhaps it might have some value in the over-all picture.

"First of all, I think that for the first time in his life, Lance was influenced this past summer by group pressure. I think he became aware of the gifts others had which he did not possess, and in so doing he found a constant challenge. Also forced home to him was the need and obligation to become at times an integral part of a group. He had previously known no inner need to be a part of a group except on his own terms. He was perfectly happy with his own pursuits, or in joining a group activity only as long as he was content and satisfied with what they were doing. When he tired or became bored, he would leave and go off to something else in which he was more interested. Added to that, he was made aware of the areas in which he needed improvement — self-control and self-discipline. Mrs. Taylor told us she had noticed that he made considerable progress in that line alone, and we feel it has had a continuing effect here at home. In the months since his Cullowhee sojourn, we have heard him say, 'That's one of my faults' or 'I'll try to do better,' and we feel that is a giant step in the right direction for him.

"Lance has a wonderful teacher this year, Mrs. J., and we feel there is no way we can emphasize strongly enough the value of what she is doing. It has given Lance a marvelous follow-up to his Cullowhee experience and has given him the continuity and direction to carry on some of what he learned there. I'm sure you already appreciate this fact, but I would say that the year following a 'first time' in the gifted class is extremely important. If at all possible, these children should be placed with teachers like Mrs. J., in order that they can use and see over an extended period the value of what they were introduced to in your program. (Note: Mrs. J. was a member of The Gifted Child Workshop at Western Carolina College during the time that Lance was a member of the gifted child class.)

"We feel you must have handled the 'status' aspects of this opportunity very well with the youngsters. They are aware of their special talents, but you must have strongly emphasized to them the need and the way to handle themselves in the heterogeneous group which is their association the larger portion of their lives. We do feel that as parents we have a real obligation in seeing that they do not boast, become egotistical, and in fact they must bend backwards in not seeming 'too big for their britches.' Lance has a brother two years older than he and two sisters younger. So far we have noticed no jealously or envy or a lessening of self-regard in either Mawry or Susie. (Our youngest has neither the years nor the inclination for such terrors as 'psychological blocks.')

"Lance's own personal satisfaction and enjoyment has been increased threefold through the study skills he discovered and is developing. He has an interest in a multitude of fields, and through his ability to properly use the various reference media is able to more quickly and satisfactorily satisfy his desire for information. He knows how to study now and how to best utilize such time, and we are trying to convince him that he could apply such principles to his piano practice and household chores. . . . We keep in touch with his teacher by means of report cards and conferences, and if he doesn't do his work properly, then we'll take action. He has 40 minutes of piano practice to do every day, in blocks of no less than 20 minutes each. If he doesn't take the responsibility for doing that without being reminded, then he is not allowed such privileges as spending a night with a friend, going to special events, etc. The same applies to his household chores. We do this because our children do not have the home responsibilities we had at the same age, and we feel they must learn to manage their own time and duties, so that when they do go out in the working world they will be able to give a day's work for a day's pay. Consequently, we never help them with their homework unless asked specific questions, although we do try to make available to them whatever aids they need. Their television time is limited to one hour a day on school days, and we only wish we had started it before. When it came to selecting programs, they found there were only a few that were essential in their eyes, and oh, the peace and quiet we reap! Their bedtime is an early one, which saves us from censorship of more than a couple of programs."

14. "In my opinion, the gifted child is the neglected child in the ordinary school program. The slower students get the majority of time and attention of the teacher. Students with more ability should get a fair proportion of the teacher's time. The program at Cullowhee helps to make up for this neglect." (These comments were made by a parent who is a school teacher.)

15. "Somehow you impart a good attitude toward work, friends, and family."

These comments from parents indicate the general feeling that the students derived many benefits from the program. One parent noted the benefit from the 'intangibles' while some of the parents commented on improvement in attitude and development of a good attitude. Several parents stated that they think there is a tremendous need for special programs on a local basis. Others expressed the need for counseling and guidance services in the local schools.

Teachers' Comments

The summary of teachers' comments concerning gifted students who have participated in the special classes at Cullowhee was gathered from the questionnaires.

Suggestions and Recommendations

On the questionnaire blank, teachers were asked to make suggestions and recommendations concerning the student's future. The following statements were made in reply to this request:

1. "M. is such a brilliant '15 year old' that naturally I want him to take full advantage of every opportunity to learn more. His teachers grade him high on personal and social assets, but I feel he is missing a great deal. Because a child has an IQ of 159 is no reason to tie him down to a book. He needs to get outdoors more and play. His muscles are not receiving the development they need. I also feel M. is too slow in adding to class discussions. I had hoped he would express himself in class and share his abundance of knowledge with his peers. He seldom

adds to discussion without being called . . . M. is an exceptional student and it really is a joy to teach him. He has so much potential . . ."

2. "Any association that he can have (away from mother) with boys and girls of his own age will help him more than academic challenges."

3. "N. needs challenging materials and situations to develop his self-confidence and abilities."

4. "C. should not be rushed into situations requiring an adult level of mental maturity. Let her have a childhood."

5. "He needs more work with verbal expression; written expression is excellent."

6. "D. is an excellent student, but seems to be under some pressure to excel. This might be relaxed somewhat to her benefit."

7. "R. should be kept in school situations which will continue to challenge him. In my opinion, R. would benefit by, and thoroughly enjoy, more work under the Cullowhee program. His parents seem most pleased with the program."

8. "I think his greatest need is to feel free to show his ability to his classmates—to contribute readily from his wealth of information without fear of being labeled a 'sissy.'"

9. "She has a natural aptitude in many fields. She may need future guidance in not taking on too many projects and spreading her talents too thinly."

10. "Z. needs guidance and encouragement. He should be kept busy on worthwhile activities."

11. "L. needs strong teachers who will be very firm with him but kind."

Anecdotal Records

Teachers were requested to provide some information from anecdotal records where possible. The following data were taken from such records:

1. "I feel that R. was self-conscious about his 'summer camp school' in the beginning of the year. He was often reticent about participation in discussions for fear that he would be 'forever right' in the eyes of his classmates. As weeks wore on and he found that others had the answers, too, this attitude gradually

disappeared. R. is now an active participant in all phases of our work." (Note: This student is in a local school where students are grouped homogeneously.)

2. " 'Mrs. K., I really did *goof* at Cullowhee last summer, didn't I? Wasn't I silly?' L. hasn't sat on his feet for days and has reminded me of this accomplishment over and over." (Note: Mrs. K. was a student in The Gifted Child Workshop at Cullowhee.)

3. "He has a keen sense of humor. He enjoys telling funny stories to the class. He is very dramatic."

4. "She is rather quiet and spends much of her free time reading. She takes part in physical education activities, but doesn't enjoy these always. She has said frequently that she did not like playing outside or participating in sports activities."

5. "Ed has said, 'I hate outlining. It's no fun. I don't mind doing things that are fun.'"

Other Comments

Also on the questionnaire teachers were instructed to comment on the following question: "How do you feel about having a gifted student in your class who has had the advantages of being in a special class (at WCC)?"

1. "She adds quite a bit, especially to enrichment of discussion."

2. "This is an enjoyable experience . . . for myself and the other students. Enriches the class."

3. "R. has been a stimulus for the group! Fortunately the class contains other 'gifted' or 'talented' children who provide stimulation for him in return."

4. "It is a privilege and advantage to the class and myself."

5. "I feel that I have not been able to give him the personal attention that he needs."

6. "It is gratifying to have this type of student."

7. "Fred has contributed greatly to our class work. He is a pleasure to teach. It is interesting to watch him think through a problem."

8. "It is good to have him; he contributes to class discussions helpfully."

9. "I have had very few. I do not consider this pupil one."

10. "Because of our grouping this child does not present any particular problem or challenge."

11. "I feel that it is a pleasure and a challenge for me as a teacher."

12. "His special class was an advantage to him in that it enables him to contribute to discussions more fully than others and broadens his personal background."

13. "I have enjoyed having Dennis in my room. I have 39 enrolled—lowest IQ (is) 50."

Thus it may be seen that teachers welcome students who have participated in the special classes at Western Carolina College.

General Comments

The statements given below might be classified as "general comments" from the teachers.

1. "She is most capable, but I wonder if she isn't being spread too thin. She has ability and parents who push."

2. "Terry is most difficult to know. He needs to be more interested in others and the world around him. He needs to be aware of more than an intellectual world."

3. "I feel that Everett should have more special work at a school such as your school. He is far ahead of the others and lacks interest. I do not feel he is challenged at present."

4. "There is great pleasure in having a student who requires little instructing." Another teacher of this student stated, "Pamela is bored with materials that are already familiar to her. She needs something new and interesting to really challenge her."

5. "It seems doubtful that removing this boy from his chronological age group is wise. He is lonely and unhappy, not accepted by his classmates. He has possibly been under parental pressure to achieve beyond his actual ability." (Note: According to information obtained from teachers' questionnaire and from the school and home visits, this student is small for his age, and probably is somewhat spoiled. He does not win friends easily and is poorly adjusted socially and emotionally.)

6. "F. is a very good student but he is certainly not working to his abilities. Our school has little to offer a gifted child. I hope F. can take advantage of your classes during the summer."

7. "I would like to see Steve interested in some sport. He

needs to be interested in athletics for developing a physically fit body, also the discipline would be good for him."

8. "I have never taught a pupil who has improved in citizenship and self-control so much in so short a time."

9. "He is a fine student. A pleasure to work with and teach." Another teacher remarked, "He doesn't want friends or classmates to know that he has been in a class of gifted students. I have tried to encourage him and he is certainly giving more now. He did an excellent job of playing the main character in our class play . . . He is also room reporter for our school paper and a helper for visual aids. He ran for office for room mayor last week and was elected. The mayor is the chief room officer. He does not always follow a job through and doesn't care for details, which may account for his lack of interest in social studies."

10. "He has been a good student, but has not in this school year proved to be exceptionally talented. He is very co-operative, but shows some weakness in accepting daily assignments."

11. "Considering everything (O.'s intelligence, his maturity, etc.), O. has adjusted very well to the normal classroom. He is accepted at all the various levels in the classroom—whether the level be that of intellectual achievement, athletic achievement, or social achievement. I think O. has a well-rounded personality; his interests are wide. It is a pleasure to have O. in the classroom. He adds more than he subtracts; that is unusual for a seventh grader. Of course, O. is unusual."

12. "I feel that he has a storehouse of facts, but often fails to apply them, probably because of his immaturity. He completes all assignments but seldom offers anything extra. He's capable, but not ambitious. I've felt that I have not nearly approached his needs and that his apparent indifference stems from this fact. He has a long way to go in adjusting to his group, as they do not follow his line of thought. He is not a problem in any sense and he has been a pleasure to know and observe."

13. "Ella is a fine child. She blends a superior intelligence with a gift of getting along well with fellow students. (Not a show-off or know-it-all.) She is outgoing and friendly."

14. "I would suggest, from my own experience at Cullowhee, that more emphasis be placed on the humanities in your summer program. Also, continue to caution these children of the danger of an inflated ego."

15. "We feel that Q. would make more progress in overcoming his difficulties if it were not for his mother's constantly calling attention to his superior talents in his presence. Sometimes we wonder if it isn't too bad that Q. 'discovered' that he is a gifted child."

16. "Sue needs confidence in herself. She is capable of doing much more than she does in class. She has a wonderful spirit of cooperation."

In substance, teachers feel that students benefit from such a program as Western Carolina College offers them.

Concluding Remarks

In their replies to the questionnaires, the students, their parents, and the local teachers indicated that they were well pleased with the experiences gained from participation in the program. Many parents and teachers expressed the feeling that in all sections of the State more work needs to be done to provide for gifted children in local schools during the regular school term.

The Division of Education for Exceptionally Talented Children in the State Department of Public Instruction was instituted by the Legislature of 1961 as a direct fulfillment of the recommendation of the Governor's Commission to Study the Public School Education of Exceptionally Talented Children. During the 1961-62 school year, as a result of legislative appropriations, 64 classes were operating in 26 school units, which provided for 2,065 children in the State. In the 1962-63 school year, there were 120 classes in 45 administrative units providing for 5,206 students.

As the Legislature appropriates more money, it will be possible to set up even more programs for superior and gifted students in other communities.

Summary of Findings on the Elementary Program 5

The information gathered through home and school visits and from replies to the questionnaires reveal that all of the gifted children who participated in the special classes at Western Carolina College have been influenced by their experiences in the program. As has been noted, many parents and teachers expressed a strong feeling that more work must be done on the local level to help meet the needs of gifted children.

The Role of the Principal

The school principal has an important role to play in the task of meeting the needs of gifted students. In a variety of ways he can make a valuable contribution to these boys and girls.

In his efforts to work more closely with the gifted students in his school, the principal may find it desirable to have occasional individual conferences with them. Such conferences help him to become better acquainted with the students and to provide first-hand information concerning their needs. The principal will also find that it is beneficial to have occasional meetings with the teachers and counselors who work directly with the gifted pupils.

As the school administrator, the principal is the person who usually sets in motion any plans for grouping or placing these talented students in special classes. He must know his particular school situation and the students involved in order to implement a plan which will best meet their needs.

The Teacher's Influence

The local teacher can have and frequently does have a profound influence on the lives of her students. This influence may help or hinder a student. In the case of David Carpenter, it appears that his teacher failed to notice unpronounced words when the children read aloud. This created problems which eventually came to the attention of his parents, who in turn grew more and more concerned with the kind of instruction he was receiving in the local school.

On the other hand, the teacher's influence can stimulate and motivate the students in her class so that they strive to do their best work, as in the case of Mrs. Davis, Vance Brown's teacher.

If the teacher is "an unimaginative person," as one student reported his teacher to be, then her influence is such that the child becomes bored. To him "school is so dull."

Irwin's parents felt that he was fortunate to be in a special class with children of similar interests and ability. They added, "He also has a very able teacher."

The Importance of Parent-Teacher Conferences

There was a time when many parents and teachers discussed their needs and problems before, during, or after a meeting of the Parent-Teacher Association. This procedure is still followed in some schools; however, many teachers have found that they accomplish more by arranging conferences with parents at some other time.

During the follow-up visits, a number of teachers stated that they request parents to come to the school for a conference at the end of the school day. One teacher remarked that she did not try to meet with all of the parents at report time, but only with those whose children seemed to be having difficulties. In the case of Horace Simpson, an underachiever, perhaps a meeting between the parents and the teacher would help them meet Horace's needs.

At each report period, some schools set aside one or two evenings for such conferences.

Grading Systems

The grading system in a school is sometimes a "touchy" problem which requires special attention. Grades become increasingly important in the secondary schools because they are used extensively by colleges for admission purposes. (A more detailed discussion of this problem is presented in the section on Superior and Gifted High School Students.)

It was noted that in Mark's case, his teacher expressed the feeling that the grading system employed in his school was not a reliable indicator of Mark's knowledge.

A variety of grading systems have been devised and used by different schools. What works for one may not work for all. Each school must set up its own grading system in the light of its special needs.

Challenging Books and Materials Are Needed

All students need books and materials which will help challenge their interests and abilities. Additional supplies frequently are required in order to more adequately meet the needs of gifted students. Clarence Teague's teacher believed this to be true in connection with his work in mathematics.

One of Pamela's teachers remarked that it was a "pleasure having a student who required little instructing." However, another one of her teachers stated, "Pamela needs something new and interesting to really challenge her."

Many teachers feel that their supplies and materials are inadequate for providing the proper instruction and meeting the needs of gifted children.

Home Influences

Although the school, with all of its special programs and well-trained teachers, may go a long way toward meeting the needs of gifted students, the vital influence of the home and parents cannot be emphasized too strongly.

Just as the teacher's influence may help or hinder a student, the home influence provides a strong force in shaping the future of a child. If wholesome interests and attitudes are lacking in the home, then much of the school training may be virtually "lost in the shuffle."

Norris' parents seemed to understand the importance of parental love, interest, and concern for their children. Theirs was a home in which their own and other children enjoyed spending many after-school hours.

It was evident that Mr. and Mrs. Ellis, Martin's parents, were greatly concerned about him, too. However, they appeared to be overly anxious, constantly pushing Martin but failing to let him express himself as an individual.

It is vital that the home and school work together to provide maximum benefits for the children concerned.

Love, understanding, and encouragement by parents are essential elements in the proper nurture of all children.

The High School Program

Introduction to the High School Program 6

The highly gifted elementary program created such widespread interest that a program for superior and gifted high school students was initiated at Western Carolina College in the summer of 1959. In this section the term "superior" refers to students with IQ's of 110 or above, or the top third of the nation's students.

The first class was a college-level course in Chemistry, which was open to students who had completed the eleventh grade. This class, composed of 23 students, was taught by Dr. Dexter Squibb, who at that time was a member of the Western Carolina College faculty.

During the summer of 1960, two college-level courses were offered to superior and gifted high school students who had completed the tenth, eleventh, and twelfth grades. The Biology class, conducted during the first summer session, was taught by Dr. J. Gerald Eller, of the W.C.C. Science Department. There were 33 students in this class. The Modern Algebra class, composed of 27 students was conducted during the second summer session. Mr. Dan Wells, professor of the W.C.C. Mathematics Department, taught the class.

Interest in the program increased, and five college-level courses were offered in the summer of 1961. The courses and number of students enrolled in each were as follows: Chemistry (28), English (31), Modern Algebra (30), Intermediate Spanish (10), and World Civilization (19). All five classes were conducted during the second summer session. These classes had as their instructors: Chemistry—Mr. Bernard Toan; English—Dr. Mabel Crum; Modern Algebra—Mr. Dan Wells; Intermediate Spanish—Dr. Virgil A. Warren; and World Civilization—Dr. D. C. Sossomon.

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Details of class work done in the college-level courses were given in *The Cullowhee Story.*[1]

Screening

Certain screening procedures were carried out for these college-level courses. Application forms were sent to high school principals, who, together with teachers and counselors, nominated students for the program. Those nominated were required to meet the following criteria:

1. High in academic aptitude as demonstrated by group and/or individual tests
2. High in academic achievement as evidenced by grades and/or standardized tests
3. Interested in the course concerned and possessing an aptitude for the course, as evidenced by an aptitude test
4. At least average in social and emotional maturity.

Added to the criteria for admission into the college-level Chemistry class was the required completion of one year in high school Chemistry.

Upon receipt of a nomination, an aptitude test for the course involved was sent to the school for administration. The test was returned to Western Carolina College for scoring and processing. A faculty screening committee made the final selections.

Selections

Students selected were those who had the highest overall standing on the basis of the criteria listed. The performance level of these classes was considerably higher than that found in most college freshman classes.

Students who passed the course earned five quarter hours of college credit in the respective subject areas, since the courses offered were the same as those for regular freshmen at Western Carolina College. These college credits have been accepted by institutions in other parts of the country, such as Dartmouth College.

During the five-week session, the students lived in college dormitories, ate in the college cafeteria, and were supervised by experienced counselors employed for the program.

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[1] Harold H. Bixler (ed.), *The Cullowhee Story* (Cullowhee, North Carolina: Western Carolina College, 1962), pp. 52-65.

The mornings were allotted to formal classroom procedures, the afternoons to guidance and recreational activities, and most of the evenings to supervised study.

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Report on School and Home Visits Concerning High School Students

Acceleration and Advanced Placement

Forrest Martin was a member of the college-level class in Biology in 1960. During the home visit Mrs. Martin stated that the college in which Forrest is a student had accepted the Biology credit from Western Carolina College. Mrs. Martin remarked that Forrest entered the Honors Program at the beginning of his freshman year, remained in the program during his sophomore year, and planned to continue in the program. "He made up his own mind about staying in the Honors Program and has all of his classes lined up for next year."

Mrs. Martin remarked that Forrest "leans toward physics, chemistry, and other sciences." She said, "He is not a bookworm. He loves to play golf and pool and seems to be a well-rounded boy."

According to Mr. and Mrs. Martin, Forrest was the first freshman to be placed in the physics class at his school. All of the students except Forrest were upperclassmen, but he made an *A* on the course. Mr. Martin said, "Forrest is also taking a course in electricity and is making *B* on the course. His professor asked him if it was too hard for him. Forrest's reply was, 'No, I'm just not interested in it.'"

Larry Brooks, also a participant in the Honors Program in college, was a student in the 1959 Chemistry class at Western Carolina College. Mr. and Mrs. Brooks stated that Larry had been making good grades in college. His grade-point standing at the time of the home visit (March, 1962) was 3.64. During the freshman testing program, Larry qualified to take Sophomore English. It was noted that he made the honor roll for the fall semester of his freshman year.

Andy Norris (a participant in the Modern Algebra class in

1960) was appointed to the superior Mathematics and Physics Program at North Carolina State College. Mrs. Norris stated, "The course at Cullowhee helped Andy; it kept him going forward. During his last year in high school he was far above the others in his class."

Warren Carter attended the 1959 Chemistry class at Western Carolina College. Ranking near the top of his class in high school, Warren made an *A* on the Chemistry course at W.C.C. Following graduation from high school, Warren entered the Freshman Honors Program when he started to college. Before the end of the first semester he quit school and got a job. During the follow-up visit, Warren stated that he felt that one of the main factors which entered into his decision was not knowing exactly what he wanted to concentrate on as his major subject. He also commented on the fact that he was almost two years younger than others in his class. "I felt that it was better to drop out for a year or two in order to make up my mind about my desired vocation than to continue without knowing what I wanted to do. I plan to return to college soon."

Anna Green was a member of the 1960 Modern Algebra class at Cullowhee. During the home visit, Mr. and Mrs. Green stated that Anna is majoring in mathematics at Florida State University. "She was exempt from the freshman course in mathematics and feels that the course at Western Carolina College helped her greatly in this respect." Mr. Green said, "Anna did not receive full credit at Florida State University for the Modern Algebra course because she was not a high school graduate when she took it; however, she did receive 1¾ semester hours credit."

Randy Coleman, who attended the 1960 Biology class, has continued his interest in science and mathematics. Mrs. Coleman stated that Randy skipped the eighth grade and "was quite young when he attended the class at Cullowhee. Last year he was one of six marshals in the Junior Class—the top one." It was learned that his academic standing was such that he might be valedictorian of his class.

Sylvia Harrill made her own decision about skipping the seventh grade, according to her mother's comments during the home visit. Sylvia was a member of the 1961 English class at Western Carolina College. Mrs. Harrill said, "Sylvia received credit on the English course she took at Cullowhee when she enrolled in the junior college she is attending. She was placed in the Sophomore English course for the first semester. During the second semester she will take the second half of the Freshman English course and the remainder of the Sophomore English Course." Commenting on the program at Cullowhee, Mrs. Harrill said, "We felt that being away from home and participating in dormitory life meant a lot to Sylvia. It made it easier for her to go away to school this year. She is doing well in her school work and is enjoying college."

Nancy Davidson was a member of the Modern Algebra class in 1960. She was able to finish high school in three years with the assistance of summer school work at Western Carolina College. In addition to her participation in the college-level Algebra class, Nancy took English III in the Summer Demonstration School during the first summer session at Western Carolina College. Mrs. Davidson stated, "Nancy 'skipped' the eleventh grade and is now a student at Duke University, where she received an Angier B. Duke Scholarship."

The above comments and others made by students who participated in the college-level classes at Cullowhee seem to indicate that these students adjust well in a program of acceleration or advanced placement.

Although credit has been granted for satisfactory work completed in the college-level courses at Western Carolina College, many of the students commented that they were more interested in the course training and experience than in credit earned. However, many students have been accelerated as a result of the work they took at Cullowhee. June Garrison, who was a student in the 1959 college-level Chemistry class, said, "The work I did at Western Carolina transferred just like any other work done at a college."

Challenge and Motivation

"The program at Western Carolina College was the spark that caused June to go on to college." This comment was made by June Garrison's mother concerning her daughter's participation in the college-level Chemistry class. "June stated that the course helped her become oriented to college life. I believe she would not have been as interested in pushing on to do her college work if she had not gone to Cullowhee," Mrs. Garrison said.

June, an only child, completed two years in a college near her home and planned to enter Johns Hopkins University in the fall of 1962. During the home visit, Mrs. Garrison stated that June had just received notice of her acceptance by Johns Hopkins. "Hoping to become a pediatrician, June plans to spend three years at Johns Hopkins, after which she wants to spend a year at Walter Reed Hospital."

To help with her college expenses, June worked in a local mill during the summer of 1961. She planned to work as a nurse's aide in a nearby hospital during the summer of 1962. Her science scholarship and work scholarship at college also helped to meet her expenses. According to the data obtained on June Garrison, it seems that her participation in a college-level course made her more determined than she had been to continue her education beyond the high school level.

Jeff Henson also participated in the college-level Chemistry class at Western Carolina College. Mrs. Henson stated, "While he was there, Jeff made up his mind about what he wanted to study for his vocation. He was delighted with the course and felt it was a great help to him; however, he was somewhat bored with his high school work when he returned home. He had originally planned to do chemical research, but he changed to the teaching profession in Chemistry. Jeff's college work is a great challenge to him now." According to Mrs. Henson's comments, Jeff is applying himself well in all of his college courses. Thus, it is felt that his experiences had definite vocational guidance value.

Comments made by Jane Fields during the home visit indicated her appreciation for the opportunity to participate in the college-level Biology course. "The program really helps students who come from an area like this (a small school in a small town). It makes you want to go to college." Jane's concluding remark was, "It was the best experience I ever had—the nicest thing that ever happened to me." It seems that perhaps her experiences possibly inspired her to attend college when she might have been hesitant about her ability to do college work.

Mrs. Hughes stated that her son, Albert (1961 Chemistry class), "enjoyed every minute of the course. It is a wonderful thing for academically talented students; however, the high school needs to do something for such students when they return." Mrs. Hughes remarked, "Albert's high school work did not seem challenging to him after the stimulation of such a program as the one at Cullowhee."

Chris Justice attended the college-level Chemistry class at the end of his junior year in high school. Mr. Fleming, the principal of the high school Chris attends, commented, "I think it does the students good to spend some time on a college campus—both from an academic standpoint (to get acquainted with the type work required in college) and from a social standpoint. It makes the transition from high school to college easier."

Chris is one of six children in his family. Mrs. Justice works in a mill to help support them. She expressed appreciation for Chris' having had the opportunity to participate in the program at Cullowhee and said, "It helped Chris decide to go on to college and to major in chemistry. I don't believe he would have tried so hard to continue his education if he had not taken part in the program."

To help earn money for his education, Chris works in a local mill every afternoon after school and on Saturdays. Mrs. Justice stated that he had secured a full-time job in the mill for the summer following graduation. "He works hard and is so eager to learn," Mrs. Justice remarked. Chris' participation in a college-level class appeared to inspire him to continue his education.

The college-level English course was the class in which Laura Beck participated. Her English teacher (in the local high school) stated, "Laura's participation in the English class at Cullowhee has enriched our whole class. She has been generous in sharing her experiences with us."

"Louise enjoyed being away from home, and we believe it helped her to receive the kind of stimulus provided at Cullowhee," Mrs. Brown said. Mr. Brown added, "I think it was grand for her." Louise was a member of the English class in 1961.

Cary Dillard participated in the History class in 1961. During the home visit Mrs. Dillard said, "Cary gained so much from the summer at Western Carolina College. He worked hard but he enjoyed it. He came up against some college-level thinking while there. The instructor made the students think for themselves, and that helped Cary a great deal."

Another aspect of motivation was mentioned by Mr. James, principal of Home City High School. Five high school students from that school were enrolled in college-level courses at Western Carolina College during the summer of 1961. Mr. James stated that he was pleased with their response to the program. "It helped their attitudes and I believe it caused them to realize the necessity of getting all they can out of high school. The students who participated in the classes at Cullowhee have helped to motivate other students at Home City High to do better work in order that they may qualify for college-level courses at Western Carolina."

Data obtained from the personal visits and questionnaires seem to indicate that many of the students who participated in the college-level classes were stimulated and inspired to seek a college education. They have in turn inspired others to achieve to the best of their abilities in order that they may obtain higher education.

Information provided in *Special Programs for Gifted Pupils* reveals that gifted high school students receive benefit from taking college-level courses during their high school careers. "They learn to make good use of their time, and develop a wholesome respect for knowledge and learning. The exposure to college experiences and the satisfaction derived from success in doing the work increase the students' interest in later full-time college attendance."[1]

School Marks, Records, and Reports

During the follow-up visits, parents and teachers commented on the need for making better provisions for superior and gifted students on the local level. Parents, especially, expressed the feeling that "something needs to be done to provide greater challenge and stimulation."

Mrs. Cooper said, "Philip gets an *A* or *A*+ on everything he does; however, he needs a challenge and stimulation, for he does not have to study hard for what he gets." Mrs. Cooper expressed concern for the time when Philip would graduate from the small high school he attended and would enroll in a college or university. She wondered what would happen when, with the same type of studying he had done in high school, he could not make an *A* or *A*+. "That is one reason why his father and I wanted him to participate in a college-level course," Mrs. Cooper said. "We were eager for him to participate in an experience that would challenge him. He was very enthusiastic about the course and remarked that it was a most stimulating experience." Philip was a member of the 1961 English class.

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[1] Ruth A. Martinson, *Special Programs for Gifted Pupils*, A bulletin of the California State Department of Education, Vol. XXXI, No. 1 (Sacramento: California State Printing Office, 1962), p. 72.

Jon Sims, a student in the 1960 Biology class, expressed it in another way. Jon remarked, "I had never experienced a necessity for study until then. The course forced me to learn how."

Research studies and practices have revealed that each school system must study its own situation relative to providing a sound program for superior and gifted students. The plans for identifying exceptional students, grouping or setting up special classes, counseling and guiding these students must be worked out by the individual school unit in the light of its needs and resources.

An important item which requires careful consideration in a program for superior and gifted students is the grading or marking system to be employed. "A frequently heard complaint against the special grouping idea is that it penalizes those in the group, since they must achieve at so much higher a level to make even passing grades: had they been in a regular section, they would have received a top grade with a much lower achievement level. Thus, they are in competition for college entrance and scholarships with students from schools in which special grouping is not employed."[2]

It is essential that a clearly-defined marking and recording system be devised and explained to all concerned—to the students themselves, their parents, and their teachers.

School marks and rank in class are taken into consideration by colleges and universities; therefore, the high school may want to designate on the transcript that the superior or gifted student was a member of a special class. Some schools prepare and print a sheet explaining the marking system and enclose this sheet along with the transcript.

The marking systems vary in different schools and the possibilities are many. DeHaan and Havighurst, in their book *Educating Gifted Children,* discuss several systems. One of those mentioned is the system of marking students in honor sections on the same basis as those in other sections. However, greater weight is given to the honors grades for purposes of rank in the graduating class. "For example, when an *A* is generally given four points, a *B* three points, and so forth, the honor sections may give an *A* five points, a *B* four points, and so forth. This will not penalize the student for getting a *B* in an honor section when he might get an *A* in a regular section."[3]

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[2] National Education Association and Academically Talented Pupil Project, *The Identification and Education of the Academically Talented Student in the American Secondary School* (Washington, D. C.: National Education Association, 1958), p. 81.

Another system pointed out by DeHaan and Havighurst and others who have written on the subject is that of putting a floor under the grades given in an honor section. In this way a student who gets less than a *B* is returned to the regular section.

One school unit which used a system similar to the above reported that students who received grades lower than *B* are referred to the guidance department. A study is made to try to determine whether or not the student is working up to ability. If he seems to be producing up to his ability, he is transferred to another section. If not, further counseling is done to try to help the student understand why and to encourage him to improve.[4]

Financial Aid

Several of the high school students who attended college-level classes at Western Carolina College would have been unable to do so without financial aid. One such student was Sarah Newman. The school principal, in his letter accompanying Sarah's nomination for the 1960 Biology class, stated that her father made a reasonable salary, but that he had a tremendous responsibility providing for an unusually large family. The principal said, "I think they are to be commended for the excellent use they make of what they have. Sarah, being next to the oldest child, feels that she cannot ask for money even to attend a summer session at our own (local) school because it will deprive others in her family of things they need."

Sarah was eager to continue her education beyond high school, and fortunately she received encouragement from interested and understanding parents. She spent many after-school hours on a part-time job in order to help earn her way. During the home visit, Mrs. Newman stated that Sarah had made plans to go to college. This was possible because Sarah had obtained a large scholarship to help finance her education.

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[3] Robert F. DeHaan and Robert J. Havighurst, *Educating Gifted Children* (Chicago Illinois: The University of Chicago Press, 1961), pp. 268-269.

[4] David C. Smith, "In-Service Training and the STS Program," *News, Notes, and Nuggets*, Volume 3, Number 2 (November, 1960), p. 34.

Chris Justice, who felt that his participation in the Chemistry class caused him to decide to go college, would have found it practically impossible to enroll in the summer program at Western Carolina College without scholarship funds. Feeling the need to help his mother provide for other children in the family, he worked long hours after school and on Saturdays to earn money. His determination and efforts helped him secure a scholarship for college.

Another student for whom financial aid was essential was Ruth Harrison, a member of the college-level History class. Coming from a broken home, Ruth received no support from her father. According to persons who know the family quite well, Mrs. Harrison's salary is rather meager, for few jobs are available in the small community in which they live. Financial aid was provided for Ruth's participation in the History class, which she stated was a most rewarding experience. Ruth plans to attend college and hopes to be able to secure a scholarship.

Boyd Garrison's economic status was classified as "dependent" on his application for admission to the college-level Algebra class. His guardian expressed a strong desire for him to attend the class; however, this would have been impossible without a scholarship.

During the home visit, it was learned that Janice McIntosh (a member of the college-level Chemistry class) is attending college on a full scholarship. She works part time in the chemistry laboratory to help earn her way. Janice felt that her participation in the class at Western Carolina College aided her in securing financial assistance to continue her education.

Billy Horne, a student in the 1961 History class, would have been unable to attend without a scholarship. His father is physically handicapped and cannot work at all.

Billy's main comment about his participation in the program was made during the school visit. He remarked, "Having to crack down and study helped me this year and will also help me in college."

Many of the students who participated in the special classes at Western Carolina College demonstrated their ability to do college work. They expressed the feeling that this helped them to secure scholarships and other financial aid.

Although financial aid for a college education is available through numerous sources, some students are unaware of the procedures to follow in filing applications for assistance. Guidance counselors can help students with regard to scholarships by providing proper instructions in applying for aid and by offering advice.

Some parents in the lower socioeconomic bracket are unaware of the availability of financial aid and, therefore, press their children into seeking full-time employment immediately following high school graduation.

Information concerning financial aid for education should be provided early in the student's career. If this is done, there may be a change in parental attitudes toward higher education for their children.

Many students work at least part time during the school year to earn money for college expenses. Once a student has started to make plans for college, he may be able to secure employment in the college or nearby area to help earn his way.

Guidance and Counseling

Guidance and counseling services have been provided each summer in the special classes at Western Carolina College as an important part of the program. Many students have expressed gratitude for these services, stating that they have been helped greatly by them.

Deborah Lanier, who participated in the college-level English class, made these comments concerning the guidance program: "My test folder has enabled my new teachers and principal to become acquainted with me sooner than otherwise would have been possible."

It is true that many more high schools are providing guidance and counseling services than ever before in the history of education; however, numerous schools which report such services have only part-time counselors. The classroom teacher can supply valuable information to the counselor in an effort to help meet the needs of students. In fact, the classroom teacher may be called upon to serve as part-time counselor in situations where no counselor is employed.

Mary Johnson, another member of the summer English class at Western Carolina College, stated that the testing and guidance program helped her greatly. She remarked, "By learning from my aptitude tests that I was more capable than I had thought in the field of mathematics, I have more confidence in myself about my math and, accordingly, I am making better grades in math. By becoming accustomed to lengthy tests, I was rather well prepared mentally for the College Board Achievement Tests which I took in December."

During the home visit with Jay Reed and his family, Jay said, "I think the testing program at Cullowhee was most helpful. It assisted me in finding out where I needed help and where my interests, strengths, and weaknesses lie." Jay attended the college-level Algebra class.

Donald Robinson was also a member of the Algebra class. In discussing his participation in the course, Mr. and Mrs. Robinson said, "Donald received a great deal of help in the guidance and counseling program at Western Carolina." Interested in medicine and political science, Donald is now a Morehead Scholar at the University of North Carolina.

During the home visit with Bruce Daniel's parents, it was learned that they, too, felt that he had received a great benefit from the guidance and counseling sessions, but in a somewhat different way. Mr. and Mrs. Daniel stated that Bruce expressed a strong interest in medicine and enrolled in college thinking that science would be his major field of study. They said, however, that during his freshman year he started having his doubts about spending so many years in college when he could change to a field other than science and medicine and finish sooner. "Bruce discussed the matter with us and then got out his test report from Cullowhee. We talked about the results of those tests and Bruce decided he wanted to continue his study in the science field. We are grateful for the Western Carolina College testing program and the fine report you sent us."

Another interesting fact was learned about Bruce. Mr. and Mrs. Daniel seemed pleased as they discussed Bruce's summer work following his participation in the Cullowhee program. "Bruce was able to get a job in the science laboratory at Duke University. So far as we know, he was the first high school student ever employed in the laboratory, and the course at Western Carolina College made it possible. He enjoyed his work in the Duke Science Laboratory and expects to return for the summer in 1962."

Elbert Richards, who participated in the college-level Chemistry class, might be mentioned in several different categories;

however, the area of guidance and counseling seems to be the most appropriate. During Elbert's participation in the program at Cullowhee, there were evidences that he needed help. Having trouble with his study of chemistry, Elbert expressed the feeling that a part of this difficulty stemmed from little knowledge of efficient and effective study skills and very poor study habits. The results of tests administered to Elbert revealed that he had the mental ability and aptitude to do good work. The instructor stated, however, that Elbert seemed to lack interest in academic work, appeared to be immature, and did not seem to be motivated to study.

During the home visit, Elbert stated that he enjoyed being at Western Carolina College. "The testing program helped me a great deal. The tests indicated an interest and aptitude in the mechanical area and the test results helped me to decide what to do following graduation from high school." Employed in a plant near his home, Elbert stated that he had been taking a special course in mechanics at the Industrial Education Center and hoped to enroll in college soon. (Correspondence with Elbert in the summer of 1963 revealed that he was attending college.)

According to comments made during the follow-up visits, a high percentage of the students felt that the guidance program (conducted in conjunction with the college-level courses at Western Carolina College) was an important aspect of the total program and they benefited from it.

It should be noted that society loses one of its greatest resources when adequate guidance is not provided for a superior or gifted student. In many instances, parents need guidance and counseling as much as or more than the student.

Home-Related Problems

Marsha Lee participated in the college-level Biology class. According to the principal of the high school Marsha attended, "she was a good student and seemed eager to continue her education; however, her father discouraged her. He thought it was a waste of time for her to attend college. Marsha's desire to go to college was so strong that she applied for a scholarship, which she secured, but apparently her father's discouragement caused her to change her plans at the last minute. Marsha no longer lives at home, so we have lost contact with her."

It seems unfortunate, indeed, that encouragement from parents is not given when it is so strongly needed.

Linda Mills attended two of the college-level classes at Cullowhee. During the school visit, the counselor stated that she believed Linda was being pushed too much in her work. "She is a good student, but I think she has been pushed too much by her mother."

Although students need to be challenged, there is a point beyond which they should not be pushed.

James Sanders' problem was somewhat different from those cited above. A member of the college-level Algebra class, he was encouraged by his parents to continue his education if he so desired. James wanted to go to college, but his father's ill health and resulting financial difficulties caused him to feel that perhaps he could help his parents more by enlisting in the armed service. During the home visit, Mrs. Sanders stated that James had done well in service. She remarked that she did not know whether he would make it a career.

Home-related problems can have, and frequently do have, strong and lasting effects on students. It appears that perhaps some parents are not aware of the pressures they place on their children until it is too late to make changes.

Social and Emotional Adjustments

"It helped me to participate in the Chemistry class at Western Carolina College. I think something happened to improve my personality as I made many friends there." These comments were made by Joyce Carnes who expressed the feeling that she gained more than just academic information from her participation in the college-level program.

During the follow-up visits concerning Cordell Dare, the school counselor stated, "Cordell does good work on practically all his courses; however, he seems to be quite nervous. He tends to push himself too hard, and his mother pushes him, also. Perhaps she pushes him more than she realizes, for she is extremely interested in Cordell's doing well."

Although a few students experienced some social and emotional difficulties in a program of acceleration, Nancy Davidson is an example of a student who adjusted quite well. Nancy enrolled in the English III course in the Summer Demonstration School (at Western Carolina) with the permission of her principal and superintendent. She made *A+* on the course and received high school credit for it.

During the second session of that same summer (1960), Nancy was a member of the college-level Algebra class on which she made *B*. Mrs. Davidson stated, "The biggest help at Cullowhee was that Nancy learned how to concentrate."

Nancy had attended summer school every summer during her high school career; therefore, with the help of her work at Cullowhee she completed high school in three years. Mrs. Davidson related a conversation with Nancy, stating, "She told me that she believed she would not have done so well in college if she had returned to high school for another year. Her spirit was high and she was ready for college work." Nancy is an Angier B. Duke Scholar and is doing well in her academic work at Duke University.

According to comments made during the home visit, it is believed that Nancy's father (now deceased) had a tremendous influence on her social and emotional adjustments. Mrs. Davidson stated that Nancy told the Angier B. Duke Committee, "My father always made us (mother and me) feel that we were wonderful people." Mrs. Davidson added, "Nancy once told me, 'My father seems to have the most fun in the world, but he has high morals, too.' "

This example points up the fact that parental influence can be, and frequently is, a strong force in a child's life.

Brenda Rhodes (a participant in the Biology class) was reported by the school counselor as having improved in her social relationships. "The friendships Brenda made at Cullowhee helped her greatly. It was just what she needed."

During the home visit, Brenda's brother stressed the fact that she had been helped in many ways by participation in the program. He said, "The social benefits were excellent for Brenda." His mother agreed.

Comments made by the principal about Bob Peters revealed that he is well adjusted socially and emotionally. Mr. James said, "Bob is an outstanding boy, has tremendous ability, is quiet, well-rounded, and is well liked by both students and faculty. He has received many honors and has participated in many sports. He is a very well-adjusted boy."

Although students seem to be strongly influenced by school experiences, they appear to be directed and inspired more by home influences. This, of course, places an immense responsibility on parents.

Study Habits and Skills

As was true with many of the gifted students who participated in the elementary program at Western Carolina College, many of the superior and gifted high school students stated that the one item in the program which was of greatest value to them was learning how to study.

Jerry Harris was a member of the college-level Algebra class. During the home visit, Mrs. Harris stated that Jerry had maintained good study habits since his participation in the program. "He has set up a study schedule at home, and he sticks to it quite well." Indirectly, perhaps, his good study habits helped Jerry adjust to the move his family made prior to his junior year in high school. Mrs. Harris remarked that Jerry had some adjustments to make because of their move from a small town to a rather large city. She said, "He was sick for a few days at the beginning of school; therefore, his adjustments were even more difficult to make. However, Jerry immediately started taking part in a number of school and community activities, including the school band, and he met many students and young people by such participation."

During the visit to Lloyd Owen's home, Mr. and Mrs. Owen said that Lloyd's comments about being in the Chemistry class were, "I really learned something—the need for studying, how to study, and what college life is like." Mrs. Owen stated that the school principal remarked, "Lloyd has bloomed this year."

Mrs. Stone, Lloyd's high school counselor, stated that one of the school projects during the year following Lloyd's participation in the program was a short unit on "How to Study." According to Mrs. Stone, two other students from the school had been enrolled in the college-level course with Lloyd. "All three of them had such high scores on the Spitzer Study Skills Test that the published norms did not apply. More effective study habits are greatly needed in high school, and that is the reason we are putting such stress on this unit."

It seems that Jerry and Lloyd have received side benefits from learning and maintaining better study habits and skills.

Carolyn Dennis was a member of the college-level class in World Civilization. Carolyn, herself, remarked that she had flaws in her study habits prior to her participation in the program. "I think the course helped me improve my study habits and skills, and I would like to return for another course this summer."

Mr. Hart, Carolyn's school counselor, stated, "She is improving in every subject she is taking this year." He expressed the feeling that the study habits and skills helped her in this respect.

During the visit to Harold Newton's home, Dr. and Mrs. Newton said, "Harold has shown great improvement in study habits and skills since his participation in the Chemistry class. He can accomplish more work in a shorter period of time now. He made the honor roll the first six weeks of school and just barely missed it another time."

"Having to crack down and study helped me when I returned to high school and I am sure it will help me in college," said Ben Miller, a student in the course on World Civilization.

It is just as important for superior and gifted students to learn good study habits and skills as it is for the average students. Many of the students who participated in the college-level courses at Western Carolina College verified this fact.

Underachievement

Many factors enter into the problem of underachievement, and the follow-up visits revealed that a number of students were not working up to their identified potential. It appeared that some students lacked motivation for one reason or another, several had become bored in classes where their interests and abilities had not been challenged, while others appeared to have received from parents very little if any encouragement to achieve to the best of their abilities.

Elbert Richards, whose case was discussed in "Guidance and Counseling," is one example of an underachiever. Indications at present are that he has greatly improved.

John Benton, a member of the Biology and Modern Algebra classes, completed his junior year in high school with a good record. During his senior year, however, his marks dropped in many of his courses. The school counselor stated, "I know that in one class John does not do his homework, does not take any of the tests, and refuses to participate in class." Additional information obtained during the follow-up visits revealed that John received little if any encouragement from home.

Efforts to aid such an underachiever are hampered if parents refuse to show enough interest to try to understand and help.

George Murdock participated in the Modern Algebra class. During the school visit, Mr. Barnes (the principal) stated, "His academic record is reasonably good, but he does not seem to be working up to capacity. He appears to lack enthusiasm about his course work, and I believe part of this may be due to pressure from his parents. George seems to have developed a superior or overly confident attitude. His scholastic average has dropped each year, and I believe this attitude has been partly responsible for lower marks."

Concluding Remarks

Information obtained from the follow-up visits indicates that the majority of the superior and gifted students who attended college-level classes at Western Carolina College felt they received valuable training and experience. Many of the participants stated, "Learning how to study was the thing which helped me most." According to numerous comments, the social benefits derived from forming new friendships played an important part in the maturing processes for these students.

Along with learning good study habits and skills, a rather large number of students stressed the benefits received from the guidance and counseling services. The problems and needs of these students point up the necessity for adequate guidance services. The ability of students to evaluate both strengths and weaknesses is of great importance in achieving to the best of their abilities.

Statistical Information on the High School Program 8

An indication of the caliber of students who participated in the summer college-level classes for the superior and gifted may be seen in the tables which follow.

What Type of Students Participated?

The distribution of IQ's is divided into two tables, since the students in the first three college-level classes had taken examinations usually referred to as "group intelligence tests" and those in the last five classes were administered the Wechsler Adult Intelligence Scale.

TABLE XIV

DISTRIBUTION OF IQ SCORES

Otis Mental Ability Test, Gamma, Form Em

	College-Level Courses at W. C. C.		
IQ's	Chemistry, 1959	Biology, 1960	Mod. Algebra, 1960**
140-144			1
135-139	4	6	5
130-134	7	13	6
125-129	7*	8	5
120-124	3	4	2
115-119	2	1	4
110-114		1	2
105-109			1
Totals	23	33	26

*One student in this group took the Pintner General Ability Test, instead of the Otis Gamma Test.

**The IQ scores reported for this class include those from the California Test of Mental Maturity, Kuhlmann-Finch Intelligence Test, Otis Mental Ability Test, Pintner General Ability Test, and SRA Primary Mental Ability Test. One score has been omitted for a student in the Modern Algebra class; the test administered to that student was the ACE Psychological Examination.

TABLE XV

RANGE, MEDIAN, AND MEAN OF THE OTIS IQ's

1959 Chemistry Class and 1960 Biology Class

Class	Range	Median	Mean
1959 Chemistry	115-138	129	129
1960 Biology	112-139	131	129

Note: Each median and mean has been rounded off to the nearest whole number.

The range, median, and mean are not given for the 1960 Modern Algebra class since several different tests were administered to the students in this group. It should be noted that the IQ's reported in Tables XIV and XV were obtained from the nomination blanks. The tests for these IQ's were administered by the local schools prior to the enrollment of these students in the classes at Western Carolina College.

It is interesting to note that, according to the group and/or individual intelligence tests, all of the students in the 1959 Chemistry, 1960 Biology, and 1960 Modern Algebra classes were of college caliber.

TABLE XVI

DISTRIBUTION OF IQ SCORES

Wechsler Adult Intelligence Scale

	1961 College-Level Courses at W. C. C.					
IQ's	Chemistry	English	Modern Algebra	Spanish	World Civilization	TOTAL
145-149	1					1
140-144	1	1	1			3
135-139	1	1	3		3	8
130-134	4	7	3	1		15
125-129	15	11	12	2	4	44
120-124	4	4	7		4	19
115-119	2	6	4	5	5	22
110-114				1	3	4
105-109						
100-104				1		1
95- 99		1*				1
Totals	28	31	30	10	19	118

*IQ scores for this student, which were included on the nomination blank, were 105 in 1954 and 119 in 1956. Both scores were obtained from the Pintner General Ability Test. It is impossible to determine the reason for the low score on the Wechsler Adult Intelligence Scale for this student. She was accepted on the basis of the group test scores.

TABLE XVII

RANGE, MEDIAN, AND MEAN OF THE WECHSLER IQ'S

1961 College-Level Classes

Class	Range	Median	Mean
Chemistry	118-147	127	128
English	98-141	127	125
Modern Algebra	118-143	126	127
Spanish	103-131	118	119
World Civilization	110-139	121	123

Note: Medians and means have been rounded to the nearest whole number.

In the 1961 college-level classes, all except two students were classified as bright—normal, superior, or very superior according to the Wechsler Adult Intelligence Scale. One student in the English class and one in the Spanish class were classified as normal or average. The student in the English class made *C* on the course; the one in Spanish, *A*.

TABLE XVIII

NUMBER OF BOYS AND GIRLS IN EACH CLASS

Class	Boys	Girls	Total
1959 Chemistry	15	8	23
1960 Biology	18	15	33
1960 Modern Algebra	17	10	27
1961 Chemistry	23	5	28
1961 English	6	25	31
1961 Modern Algebra	23	7	30
1961 Spanish	3	7	10
1961 World Civilization	8	11	19
Totals	113	88	201

Table XVIII reveals that the distribution of boys and girls attending the college-level courses through the summer of 1961 was fairly evenly divided. There were more boys than girls who participated in the mathematics and science classes; therefore, in the total of 201 students who attended, 56 percent were boys and 44 percent, girls.

TABLE XIX

FAMILY ECONOMIC STATUS

Class	Classification					Total
	Wealthy	Comfortable	Moderate	Poor	Dependent	
1959 Chemistry	1	9	13			23
1960 Biology		13	16	3	1	33
1960 Mod. Algebra		12	11	3	1	27
1961 Chemistry		9	16	3		28
1961 English		8	22	1		31
1961 Mod. Algebra		12	15	2	1	30
1961 Spanish		2	4	4		10
1961 History		5	10	4		19
Totals	1	70	107	20	3	201

Data for Table XIX were obtained from the nomination blanks; therefore, the information was provided by principals, counselors, and teachers. It should be noted that the distribution was made by classes. In cases where a student participated in more than one class, his family economic status is reported for each class attended.

Table XIX reveals that 53 percent of these students were reported as coming from families of moderate means; 35 percent were in the "comfortable" class; and 10 percent were classified as "poor."

What Was the Performance Level in Academic Work?

Table XX shows that the students who attended the college-level courses ranked considerably higher than students found in most college freshman classes.

TABLE XX

MARKS MADE ON COLLEGE-LEVEL COURSES

Class	A	B	C	D	F	Total
1959 Chemistry	12	5	3	2	1	23
1960 Biology	21	12	—	—	—	33
1960 Modern Algebra	13	9	3	2	—	27
1961 Chemistry	16	10	1	1	—	28
1961 English	9	16	6	—	—	31
1961 Modern Algebra	10	13	5	2	—	30
1961 Spanish	7	3	—	—	—	10
1961 World Civilization	7	11	1	—	—	19
Totals	95	79	19	7	1	201

Students who attended the college-level courses were marked on the same system as regular college students. The marking system is based on the five-point scale of A, B, C, D, F, which may be interpreted as follows: *A*, Excellent; *B*, Good; *C*, Average; *D*, Poor, but passing; *F*, Failure.

Table XX shows that 47 percent of the students made *A*'s; 39 percent made *B*'s; 9 percent, *C*'s; approximately 3½ percent, *D*'s; and approximately one half of 1 percent, *F*.

It is of interest to note that 86 percent of the students who participated in the college-level courses made above average marks. According to the course instructors, "These students did superior work. We cannot claim credit for the high percentage of good marks; the students earned them."

Local-School Grouping

The increasing emphasis on grouping for superior and gifted students is of interest in a follow-up study of this nature. Teachers and principals in several schools have asked, "What can we do to help these students?" More and more schools are turning to grouping as a part of the answer. Table XXI provides information on students in the college-level classes who attended high schools where grouping had been included in the school system.

TABLE XXI

SPECIAL GROUPINGS IN LOCAL SCHOOLS

Class	Students Are Grouped	Students Are Not Grouped	Total Reporting
1960 Biology	13	7	20
1960 Modern Algebra	6	6	12
1961 Chemistry	17	7	24
1961 English	20	6	26
1961 Modern Algebra	12	10	22
1961 Spanish	6	—	6
1961 World Civilization	8	11	19
Totals	82	47	129

Information for Table XXI was obtained from the Teacher Questionnaires in reply to the following question: "Are the students in your school grouped in any special way?" The questionnaires were filled in during the 1961-62 school year.

It should be pointed out that a number of the students had entered college at the time the questionnaires were distributed; therefore, the data obtained show only those students still in high school.

During the 1961-62 follow-up study, it was interesting to note that 61 of the students who had attended college-level courses at Western Carolina College had graduated from high school. Fifty-five (90 percent) of the graduates were attending college at the time of the follow-up visits. Two students were working and taking special courses, two were serving in the armed forces, one was working full time but planned to return to college, and one student's educational and occupational status was unknown.

Areas of Concern

Two main areas of concern in the Superior and Gifted Student Program are study habits and skills and social and emotional adjustments.

Study Habits and Skills

Special emphasis in the college-level program has been placed on the development and improvement of good study habits and skills. Table XXII reveals student reaction to this emphasis.

TABLE XXII

STUDY HABITS AND SKILLS

Did the work (at WCC) last summer help you to learn new study skills or to improve your study skills?

Class	Yes	No	Number Reporting
1960 Biology	21	8	29
1960 Modern Algebra	18	4	22
1961 Chemistry	25	2	27
1961 English	24	4	28
1961 Modern Algebra	21	6	27
1961 Spanish	10	—	10
1961 World Civilization	18	1	19
Totals	137	25	162

Information in Table XXII for the 1960 Biology and Modern Algebra classes was obtained from the Student Questionnaires, which were filled in during the spring of 1961. Data pertaining to the 1961 classes were gathered from the Student Questionnaires filled in during the spring of 1962.

Table XXII reveals that approximately 85 percent of the students felt that they learned new study skills or improved their study skills while participating in college-level courses at Western Carolina College.

Bruce Johns replied to the question by stating, "I'd never experienced a necessity for study until then. That course forced me to learn how."

Jane Downs felt that the emphasis on study habits and skills helped her. She commented, "I learned effective methods of self-discipline when studying. Actually, I learned *how* to study. I also learned how to evaluate material instead of depending on the teacher to evaluate it for me, as is common practice in high school."

Hazel Brown replied, "I learned that in college I couldn't get by without studying, as I did in high school."

It should be noted that 17 of the students who participated in classes during the summer of 1961 were returnees from the Biology and Modern Algebra classes of 1960. Seven students from the two classes in 1960 attended the Chemistry class in 1961; eight attended the 1961 English class; and two were enrolled in the 1961 World Civilization course.

Three of the students who attended classes in both summers replied in their first questionnaires (filled in during the spring of 1961) that they felt they had learned new study skills or improved their study skills. When they answered the questionnaires for the 1961 courses, these three students replied "No" to the question. Gerald Bowman said, "I noticed no particular change." Ella Jarvis remarked, "If an 18-year old student hasn't study habits already developed, he never will." Lena Case stated, "I think I have aways had good study habits, which have been basically the same throughout high school."

Two other students who answered negatively, gave explanations with their answers. Nora Smith stated, "Summer school did little to alter my regular study habits."

Len Johnson remarked, "I had already done much study in high school and had attended summer school one session."

Social and Emotional Adjustments

The second main area of concern in the college-level program is that of the social and emotional adjustments. The data provided in Table XXIII reveal the social and emotional adjustments of the students who participated in the college-level classes as observed by their teachers in the local schools following their return home.

Terman and Oden, in their follow-up study, stated, "Everyone, of course, has adjustment problems of one kind or another."[1] The term well adjusted here refers to the person who has learned to work out his problem satisfactorily.

TABLE XXIII

SOCIAL AND EMOTIONAL ADJUSTMENTS

Class	Is Student Well-Adjusted?						Number Reporting
	Socially			Emotionally			
	Yes	No	Uncertain	Yes	No	Uncertain	
1960 Biology	16	2	3	16	2	3	21
1960 Modern Algebra	10	1	2	11	1	1	13
1961 Chemistry	19	2	3	21	—	3	24
1961 English	22	1	2	22	2	1	25
1961 Modern Algebra	19	1	2	20	1	1	22
1961 Spanish	6	—	—	5	1	—	6
1961 World Civilization	18	—	1	19	—	—	19
Totals	110	7	13	114	7	9	130

Teacher Questionnaires, which were filled in during the 1961-62 school year, provided the data for Table XXIII. Questionnaires were not sent to teachers concerning students who had graduated from high school; therefore, the 23 students in the 1959 Chemistry class were not included in Table XXIII. Thirty-eight students in the 1960 and 1961 classes were also excluded from the information given in this table because data from teachers were not obtained on them.

It is interesting to note that 85 percent of the students on which data were received were reported to be socially well-adjusted. According to their teachers in the 1961-62 school year, 5 percent were not socially well-adjusted. The teachers stated that they were uncertain about the social adjustment on the remaining 10 percent.

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[1] Lewis M. Terman and Melita H. Oden, *The Gifted Group at Mid-Life*, Vol. V of *Genetic Studies of Genius* (Stanford, California: Stanford University Press, 1959), p. 35.

The percentages concerning emotional adjustment were approximately the same. Teachers reported that 88 percent of the students were emotionally well-adjusted but that 5 percent were not. Seven percent were placed in the "uncertain" column.

Information gathered from the nomination blanks for students in the 1960 Biology and Modern Algebra classes shows that 31 were reported to have "excellent" social adjustment and 27, "good" social adjustment. No comment on social adjustment was made for two students in the Biology class and one student in the Algebra class.

In the 1961 classes, 84 students were listed as having "excellent" social adjustment and 33, "good" social adjustment. All students were included in the data for 1961 classes except one student in the 1961 Chemistry class for whom no comment was made.

It has been practically impossible to ascertain definitely the influence of the college-level program on the social and emotional adjustments of these students. Comments by teachers have shed some light on the matter. The remarks listed below were taken from the Teacher Questionnaires:

"According to Judy, her experiences in human relations at Western Carolina proved to be invaluable. During the summer of 1960, her family moved from Startown to Waynewood; in 1961, they moved from Waynewood to Elmore. Judy found adapting to her new environment an easy process and formed new friendships readily. My observation has been that Judy works independently. She has indicated that she knows how to attack a problem without much guidance from the teacher. She is prompt in her assignments, never offering excuses or complaining."

"Jason is very timid—has few friends. He finds his position in life hard to accept." (During the follow-up study, it was learned that Jason receives little if any encouragement from his parents.)

"Frank seems to be exceptionally stable and has a very mature attitude."

"Delia seems to get along with everyone. Very tolerant . . . she is a well-behaved young lady. Her manners and attitude are excellent."

"Dan's personality and qualities of leadership have blossomed in the last two years. He is quite serious-minded about his work and responsibilities, yet he has a sense of humor and enjoys people. His sincerity and amiability have made him popular with his classmates."

Concluding Remarks

According to the statistical information on the college-level courses, the high school students who participated in these special classes are of high average and superior caliber in many respects. The majority of these students have developed mature social and emotional adjustments, as well as strong interests in making the most of their educational opportunities.

Many of the high school students who have been in the Western Carolina College program have stated that they have been helped tremendously in developing and improving their study skills. A large percentage of these students also felt that the social aspects of the program, getting acquainted with other students from different backgrounds and learning to understand them and get along with them, meant more to them than any other phase of the program.

General Comments from Students, Parents, and Teachers High School Program 9

The comments from students and teachers concerning their reactions to the program for superior and gifted high school students were taken from information provided on the questionnaires. The quotations and comments from parents were drawn from notes taken during the home visits. No special questionnaires were sent to the parents of students taking the college-level courses until after the 1962 summer session.

Students' Comments

The first section of comments from students deals with their general reactions to the program. It should be noted that the schedule of activities and study hall differed slightly from summer to summer; therefore, it is understandable that reactions would be somewhat varied from year to year.

General Reactions to the SGS Program

Barbara Lanier, who attended the 1959 Chemistry class, stated, "All I'd like to say, since it was so long ago that I attended, is to keep the program going. The experience is worth 50 times the cost to the student."

Lindsay Nance, a member of the same class, remarked, "I must admit that I cannot cite individual or specific influences that your summer program had upon me. However, the general impressions and atmosphere of the program, and the work done there challenged me; it probably affected my future decisions."

A third participant in the 1959 Chemistry class, Larry Brooks commented that he found the studies very satisfactory. "In consequence," he said, "chemistry here at the University has not presented any great difficulty as it has to my friends without benefit of past training."

Jane Fields was enrolled in the 1960 Biology course. Her reactions indicate a strong feeling that the program has influenced her life. "My six weeks at Western Carolina made me a much more conscientious, mature person. In general, my whole attitude toward life and education changed, and I feel it has made me a better person. It has indeed marked my life and I am truly grateful to have had such an opportunity. I appreciate my experience much more now (March, 1962) than I did immediately after completing the course."

Hal Wesley attended the 1960 Biology and Modern Algebra classes and participated in one of the 1961 courses. Hal remarked, "I am glad that I once more have the opportunity to study at Cullowhee. My stay there last summer was undoubtedly the most rewarding experience of my life." (It is interesting to note that Hal returned in the summer of 1962 for another college-level course.)

"My favorite part of the program," said Laura Beck, "was the association with other serious-minded teenagers in the State. They weren't 'eggheads' but they could carry on intelligent conversation." Laura, a student in the 1961 college-level English course, added, "By learning to express myself more clearly, I can tell a difference in all of my work."

Lou Jennings, also a member of the English class, stated that it helped to get a preview of college life—social as well as academic. She said, "I feel that it will be easier now to adjust to college life."

Cary Dillard participated in the World Civilization class in 1961. Attached to his questionnaire was a note explaining that his busy schedule had caused his delay in returning it. Along with other comments Cary remarked, "I am happy to say that my Cullowhee experiences put so much desire into my mind to excel in my school studies that I have been a busy student this year."

Ronald Denning, another member of the 1961 World Civilization class, remarked, "I learned what great satisfaction and enjoyment can be derived from 'learning.' "

The reactions of a third participant in the History class may be seen in the comments of Stella Kenny. She said, "The entire program was one every high school student should have a chance to experience. Every aspect was wonderful preparation for future college days. I especially enjoyed the sightseeing and field trips."

The Program at WCC Helped in Various Ways

Many of the students commented on the ways in which their experiences in the college-level classes helped them. Lloyd Owen (a student in the 1961 Chemistry class) said, "It has impressed on me the need for basic study while still in high school."

A student in the 1961 English class, Ellen Glenn remarked, "Doing research papers has been easier for me, and I have learned to gather more materials in my mind at one time."

Dorothy Newell, a student in the same English class, said, "The course taught me how to write papers. I don't know what I would have done if it had not been for that—not only in English but in my other college courses as well."

In his remarks about the program, Cary Dillard (1961 History class) stated, "My Cullowhee experiences have helped me in making book reports, writing themes, and in research reading."

A different kind of benefit was reported by Libby Drews, another member of the 1961 World Civilization class. "I entered a new consolidated high school this fall," Libby related. "My Cullowhee experiences helped me adjust easily to academic and social life in a school with 650 students." (Libby previously attended a much smaller high school.)

Joanne Perry took part in the 1961 Spanish class. She reported that her experiences at Cullowhee caused her to participate more in various activities than she did prior to that time. "I feel less self-conscious about taking part in class discussions."

Denice Crawford (a member of the same Spanish class) stated, "I was able to skip Spanish III and am now taking Spanish IV. The college atmosphere at Cullowhee helped me adjust to life at Wake Forest."

Challenge and Motivation

Darrell Clark's comments pointed out the benefit of a first-class teacher. Darrell (a student in the 1961 Chemistry class) said, "Learning the historical development of chemistry and seeing the significance of an excellent instructor have been of greatest value to me."

Another member of that Chemistry class, Joseph Kelvin remarked, "My experiences in the program inspired a desire to work hard and get into college in the fall of 1962."

Nell Judson participated in the 1960 Biology class and the 1961 English class. She commented, "I think the program was very challenging and helpful in school and other areas. I feel that if more students were given a chance to attend a program such as this one, they would be further encouraged and challenged to do better work in school."

Ronald Hillman, a member of the 1960 Algebra class, said, "Our instructor was a very superior teacher. If the others are of his quality, I am sure that the program is very worthwhile."

Nan Smithson (1961 English class) stated, "I have been inspired to work harder and 'dig deeper' because of the realization that *every little bit* of knowledge will be useful to me in one way or other in the future. I also feel that the course will be beneficial to me when I begin working on my junior theme."

Lindsay Nance (1959 Chemistry class) stated that a great change had taken place in his life. No doubt a number of circumstances and events were contributing factors. Lindsay remarked, "A great change in my life came from the realization that I could do tough college work without agony. This has raised my goals greatly."

Study Habits and Skills

As was noted in Chapters 7 and 8, a large percentage of the students reported that they had benefited from the emphasis on learning study habits and skills and improving them. Comments from students in the various classes reveal their individual reactions to the work done in this area of concern.

Denice Crawford, a member of the 1961 Spanish class, said, "I learned to budget my time for study and I realized the need for good study habits."

Julian Mallard (1961 Spanish class) remarked that the study emphasis helped him. "It gave me a better idea of how to budget time and how to get the most from the study time."

Commenting on the benefit she received from the work in study habits and skills, Stella Kenny (1961 History class) said, "I learned that extracurricular reading not only improves my grades, but it makes the course so much more interesting."

Kitty Barnwell, also a member of the 1961 History class, stated, "I had never learned to study until last summer." Kitty was a high school junior when she provided information on the questionnaire.

Clifton Anderson's comment was, "I had to learn to study to pass." He was a participant in the 1961 Modern Algebra class.

Donna Whitford, also a member of the 1961 Algebra class, stated, "I had really never had to study in order to keep my grades up. But this (last) summer it was imperative."

"My study habits were extremely poor when I began the course," remarked Tom Terrell (1961 Algebra); "I received many good suggestions for improvement."

Jan Elliott (1961 Chemistry) stated that the study emphasis helped her "in note taking and organization of studying."

A participant in the 1960 Modern Algebra class, Jay Reed reported, "I found that it is best to have a specified time for study as well as a specific place."

Asbury Wells (1960 Algebra) remarked that the emphasis on study habits and skills had not helped him improve his habits and skills. "While at WCC," he said, "I studied by the same methods I used before, only I studied longer."

Jon Sims took the Biology course in 1960. He stated. "I had never experienced a necessity for study until then. The course forced me to learn how."

Testing and Guidance

Improvements have been made in provisions for testing and guidance in high schools throughout the country; however, many students have not received sufficient help in this area. Comments from several of the participants in the college-level classes reveal that the afternoon testing and guidance activities have been beneficial to them.

Anita Terry (a member of the 1961 History class) explained, "The test results smoothed the way of freshman doubts and uncertainties for me."

In his reply concerning the testing and guidance program, Henry Scott (1961 History class), said, "The program definitely helped. I attribute my substantially higher SAT scores to the experiences at WCC."

Pat Andrews said, "I learned a lot about myself and my interests. With these helps I was able to decide what course of study to take." Pat was a member of the 1961 Spanish class.

Lawrence Whitson, a student in the 1961 Chemistry class, stated, "I am more confident and relaxed when I take a test. This has shown up in my increased scores on College Board Examinations."

"The testing and guidance program helped me to realize that I need to really work on my English usage," said Jerry Harris, a member of the 1961 Modern Algebra class. He added, "And I have worked on it, too."

Item of Greatest Value

Many interesting comments were made in reply to the question, "What did you learn (in the program at Western Carolina College) that has been of greatest value to you?" Some of these comments are given below.

Lloyd Owen stated, "The item of greatest value to me was learning that I can pass college work." Lloyd was a participant in the 1961 Chemistry class.

Dennis Merrill, a member of the same class, said, "I learned that college work would be more difficult than high school and I will need to apply myself more diligently."

Eileen Moore (1961 English class) stated, "I learned how to study better than before."

A member of the 1961 Spanish class, Joanne Perry said, "I learned more about college life, which confirmed my decision to attend college."

Martha Stevenson (1961 History class) remarked, "How to take the responsibility of being on my own was of greatest value to me. This was one of the most valuable summers I have ever spent. I learned that it was up to me whether I did well or not. The history course itself has been quite valuable as background for my history and English courses this year. Also, the library work we were required to do is quite valuable to me now. To you, this will probably be unimportant, but for many of us it was a new experience: we came upon many people, particularly in the dorm, who questioned what we believed and what we stood for—the stand we took on certain subjects. That was the first time many of us had been challenged like this. I think this was of great value to me—to realize that I've get to be firm and sure in what I stand for, or I'll fall for anything.

"The guidance program was valuable in helping us know what we are capable of doing."

Comments from students in the 1960 Biology class included:

Ellas Jarvis—"I learned to reason things out in my own mind."

Len Johnson—"I learned a general sense of being able to decide what is essential and what is not in my present surroundings."

Jane Fields—"Of greatest value has been new methods of study—also the ability to get along with others better."

Barnes Searcy—"Last summer did more to help me grow up than any other year of my life."

A participant in the 1960 Algebra class, Anna Green said, "Learning to get along without depending too heavily on others was of greatest value to me."

Suggestions for Improving the Program

Sylvia Harrill (a member of the 1961 English class) suggested, "Give the participants more freedom to learn on their own . . . I am not in favor of pampering a young boy or girl by letting him lean on a teacher. High school students *must*, and I say *must*, be given the opportunity to depend on themselves. I have seen too many high school *honor* students right here in my own college . . . doing poor work simply because they were always babied and cuddled by an over-protective parent or teacher. Many of them have no discipline; as a result, the shock of reaching college is too much and they go overboard. Self-discipline in regard to studying *must* be formed before a student gets to college. If not, chances are it will be too late."

Philip Cooper (also a member of the 1961 English class) stated, "I would prefer free time in the afternoons and evenings to supervised recreation and study."

Angela Bond (a participant in the 1961 Chemistry class) said, "I would appreciate free afternoons with suggested recreation, but not compulsory."

It should be noted that large blocks of free time in the afternoons were given to the students in the summer of 1960. Angela was a member of the Biology class that summer. Her comments following that class were, "I appreciated the free time . . . Several of us climbed the beautiful mountains around Cullowhee, and I'm sure it did us more good than classes all afternoon."

"Allow more time to study," remarked Denice Crawford, a member of the 1961 Spanish class.

Lena Case (1961 English class) said, "Have compulsory closed study in the dormitory rooms instead of in the classroom building."

It should be noted that there have been some changes in the schedule each year. In the summers of 1962 and 1963, the recreational facilities were made available but participation was not compulsory. Afternoons were designated for testing, counseling, and free time. Following the completion of the group testing sessions, only the students who were ready for the administration of special tests or counseling were requested to report during the testing and counseling period.

Closed study, which had been compulsory during the entire session in the summers of 1959 through 1961, was made compulsory for only the first two to three weeks in the 1962 and 1963 summer terms.

The comments from students indicated a general feeling that the program had made worthwhile contributions to their educational careers. They expressed gratitude for the benefits received.

Parents' Comments

No special questionnaires were sent to parents of the students in the college-level program until after the 1962 summer session; therefore, comments from the parents have been drawn from letters and personal visits.

General Reaction

"The course at Western Carolina helped Lucille get on her own in college life," remarked her mother, Mrs. Keats. She stated that Lucille returned home with an understanding of why some people are not ready for college life. According to Mrs. Keats, Lucille said, "They don't know what to expect. All students should have an opportunity to attend such a program for the experience." (Lucille was a member of the 1961 Algebra class.)

According to his parents, Johnson Parks had never been away from home for any length of time until he participated in the 1960 Algebra class. They stated, "The program meant a great deal to Johnson, and he was anxious to return." (Johnson also participated in the 1961 Chemistry class.)

Marty South was a member of the 1961 English class. Mrs. South said, "Marty benefited from the English course and has enjoyed English more since that time."

Mrs. Nance, whose son Lindsay participated in the 1959 Chemistry class, stated, "When he returned from Western Carolina College, he remarked that he wished the program could have gone on even longer than it did. It is rare for Lindsay to express himself in that way; therefore, I knew that the program had meant much to him."

Two children from the Smith family participated in college-level courses. During the home visit the parents said, "Bart and Lisa were helped by the work discipline they learned at Cullowhee. Also, they enjoyed making new friends."

"Elizabeth experienced a period of discouragement when she first went to Cullowhee for the Algebra class, but the girls in her dormitory helped her and everything worked out well," Mrs. Moore stated. "Elizabeth was afraid she would fail the course, but as it turned out she passed it, took the TV Continental Classroom Modern Algebra course during her senior year, and is majoring in mathematics in college."

Mr. and Mrs. Clark remarked that the opportunity to go to Cullowhee gave Clara "a boost and helped her to mature. It helped her to become an individual."

Personal and Social Adjustments

Mrs. James said, "The exposure to college life helped Merry make adjustments. She enjoyed being in the dormitory and meeting other students." (Merry attended the 1960 Biology class.)

Mr. and Mrs. Freeman expressed gratitude for the help John received. They remarked, "Before going to Western Carolina College that first summer, John seemed satisfied to be a 'loner' at school and at home. He made new friends at Cullowhee and made more friends when he returned home." (John participated in the 1960 Algebra and Biology classes, the 1961 History class, and the 1962 Chemistry class.)

"Participation in the program helped Milford in his school work and in his social life," said Mr. and Mrs. Hayes. "His experiences in the two classes (Biology and English) gave him more self-confidence."

Mr. and Mrs. Henderson stated, "Benton's personality seems to have improved since he was in the program at Cullowhee. We feel it helped him in many ways." (Benton was a member of the 1961 Algebra class.)

"Gene had never wanted to go to camp or be away from home until he enrolled in the History class at Western Carolina," Mrs. Orr remarked. "I think the experience was very good for him."

Study Habits and Skills

Mrs. Crane said, "Dora told me that the one big help she received from her participation in the Algebra course was learning how to concentrate. She was greatly challenged by the course."

Darrell Clark was a member of the 1960 Algebra and Biology classes and the 1961 Chemistry class. Mr. Clark stated, "I believe the courses helped Darrell in the areas of maturity and in study habits and skills."

Mrs. Lewis expressed the feeling that Helen benefited from the Algebra course. "It helped her develop good study habits and aided her in learning how to study. I can tell a big difference in her this year."

According to Mrs. Matthews, "The program helped Julie see how important it is to study." (Julie was a member of the 1961 History class.)

Additional Remarks

During a conversation with Mrs. Royall, it was learned that Miriam had secured a college scholarship. "We believe the experiences in the Cullowhee program helped Miriam obtain her scholarship," Mrs. Royall remarked. (It should be noted that at the time of the follow-up visits, approximately 65 percent of the students attending college had obtained scholarships. Western Carolina College cannot claim credit for this; however, many of the parents and students expressed the feeling that participation in the college-level classes helped the students to secure these scholarships.)

Jean Crowell was a member of the 1961 Algebra class. Mrs. Crowell stated, "Jean and some of the others in that class felt that the course was very hard. They believed that they were somewhat handicapped because they had not had as much background in mathematics as some of the other students. However, the good point about Jean's participation in the class was that she realized she could not 'sail through' school without studying. Another good aspect about the program was that she made friends with whom she has kept in touch."

"Randy was ready for college when he finished the course at Western Carolina College," Mrs. Johnson said. "He did not have to work hard when he returned, and he became quite bored." Randy was a member of the 1959 Chemistry class.

Mr. and Mrs. White remarked that the report sent to them on Hubert's work in the 1960 Biology class had been a help to them. "We made copies of the report and sent them to the schools to which Hubert made application for admission."

Dorothy Newell attended the 1961 English class. Mrs. Newell said, "Dorothy told me that she expects to benefit from the course as long as she lives."

The general reaction from parents has been that of appreciation and support for the program. Many of the parents stated that such experiences on a college campus helped the students obtain a better understanding of college life and what will be expected of them as college students. Parents expressed the feeling that the "short-term break" from home was good preparation for the longer break to come.

The learning of better study habits and skills was near the top of the list of benefits received from the program.

Although most of the parents felt that the college-level classes offered challenging experiences for their children, they pointed out the growing need for improved curriculum on the local school level. A few parents stated that their children became bored when they returned home and found that they did not have to study in order to make good grades. However, they seemed to feel that the benefits gained from experiences in a college setting outweighed the boredom encountered by a few students when they returned home.

Teachers' Comments

Even though it is difficult to ascertain the degree to which the college-level classes at Western Carolina College influenced the high school students who participated in them, it may be of interest to note some of the comments made by teachers about the boys and girls who were enrolled in such classes. These comments, taken from the teachers' questionnaires, provide additional data concerning the type of students who were part of this program.

Numbers, along with fictitious names, will be used in this section to provide for easier separation of comments about the students discussed here.

Attitude Toward Attending College

1. "Sharon is ambitious and is looking forward to college."
2. "Eric is very anxious to go but must have financial assistance."
3. "Katrina's attitude is excellent. She accepts college as a challenge and anticipates this challenge with pleasure."
4. "Beatrice has ability and interests, but she needs economic assistance."
5. "Mora is enthusiastically making plans to secure scholarships. She is excellent college material, but she will need financial help to attend college."

Suggestions Concerning Student's Future

1. "Diane Tims needs encouragement, and the fact that she attends a small school may mean a greater adjustment for her. Perhaps she will have to curb her extracurricular activities to some extent. She has a grand personality and I feel that in whatever she undertakes she will be a success. I have taught Diane for only six months, but I have been greatly impressed by her ability and determination."
2. "Virginia Lowry does her work independently and thoroughly. With her ability to adapt to new situations, she should have no trouble in a large university."

3. "Art should be encouraged to use his ability to do the work of which he is capable."

4. "Lorene is strongly motivated to excel. She is extremely capable, but she needs to learn not to show her feelings so plainly. Also, she needs to accept people as they are, rather than always showing up their weak points."

5. "Belinda will be a success in anything she undertakes. However, she considers this last year of high school a waste because she thinks she is more than ready for college."

6. "Any student who has the desire that Edwin Hooper has for attending college should be given this opportunity." (It should be noted that Edwin's economic status was such that college attendance seemed a rather remote possibility; however, information gained during the follow-up visit indicated he was striving diligently to work out a way.)

7. "Glenda needs encouragement to go above and beyond that which is required of her. She is very capable but tends to limit study to what is required. She does not usually follow the teacher's suggestions to do additional work and parallel reading."

8. "Lillian has excellent work habits and a strong determination to succeed. With a bit of financial backing, she will become good college material."

9. "Oliver will go just as far as he is able financially to go in college. He should be a great asset to our country if he has the opportunity to get an education (college)."

Additional Remarks

1. "We in the classroom feel at a loss in giving Willena all the assistance she might have had all year if we had known that she was a 'superior student.' It did not take us long to discover that she is superior, but additional opportunities might have been provided had we known before the beginning of the second semester. Willena's schedule is fairly light. She could have been made a lab assistant had we known of her extra training in Biology."

2. "David Allison is a student with vision, leadership, dependability, and a scholarly attitude. I am sure he will be a great leader of mankind."

Another teacher commented, "This student should have a bright future in one of the several fields in which he excels. David has revealed superior talent in the area of science, especially in electricity and electronics. He has been extremely interested and active in this field during his high school career. He has also shown talent in the area of public speaking and has won honors in this field."

DeHaan and Havighurst, in their book *Educating Gifted Children*, comment on the problems of a student who has multipotentiality. It is sometimes difficult for such a student to decide on an area of specialization. "The most gifted high school graduates generally would be accepted in almost any college, and would do well in several different occupations. The guidance function for them consists of (1) keeping various roads open for consideration, (2) assisting the student to weigh the various possibilities and the appeals that are made to him, and (3) emphasizing the social as well as the personal implications of choice of vocation and of college.

"Generally the counsellor of gifted students will do well to share information about their abilities, as well as about the various possibilities for them. He will not *tell* them what to become or where to go to college, but will help them to clarify the various possibilities before they make their choice."[1]

3. "Carl has the ability to do good work in school. However, he does not contribute to class discussions and does not turn in assigned work on time. He attends school irregularly; he is absent at least one-third of the school year." (Comments from the teacher and guidance counselor revealed that Carl received very little if any encouragement from home. According to the teacher and counselor, his parents' attitude was one of almost total indifference.)

4. "Taylor Mann is a handsome boy, likeable, talented, a hard worker, and I feel that he will be outstanding in college. Since his participation in the (special) class at WCC last summer (1961 Chemistry class), I have noted definite improvement, especially in his participation in extracurricular activities and social life."

5. "Doris is the top student in physics this year and I feel this is due to the training and information she has received during the summer institutes." (Doris participated in a special

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[1] Robert F. DeHaan and Robert J. Havighurst, *Educating Gifted Children* (Chicago, Illinois: The University of Chicago Press, 1961), pp. 164-165.

class in one of the State-supported schools in the summer of 1960 and in the 1961 college-level Chemistry class at Western Carolina College.)

Another teacher stated, "Doris has done well in her academic work. Her ability to comprehend readily, to develop mature thinking, and to excel in her subjects far surpasses the 'good' student. She needs to recognize that she has limitations and to accept such without regret. A lower grade at times can be both stimulating and depressing to her."

6. "Leon is an individual who thinks clearly and objectively. He does not hesitate to express his opinion even at the risk of disapproval from his peers. He lacked motivation and achievement his freshman year, but he has worked hard to rectify this situation for the past two years."

7. "Arthur doesn't care about working on subjects in which he is not interested."

8. "Although Stephen has a very good mind, he limits himself greatly by spending far too much time on science, mathematics, and related courses and activities rather than broadening his knowledge in other fields. Also, he has a great tendency toward argumentation which often leads to his 'missing the point.' "

9. "Alex has good study habits, is well-read, works independently and has encouragement from his parents."

10. "Thelma takes no interest or part in any activities and appears to have a disdainful attitude toward those who do."

11. "I believe Flora attempts to do too many things; therefore, she doesn't quite finish anything the way she wishes. Also, I believe she has been expected to do things which exceed her ability. This seems to have made her a little nervous."

12. "Carlotta's patience is endless and her desire to learn and do well make her a desirable student."

13. "Andrella has been the intellectual in her class. Not until last year did she have any student with whom she could compete on her level. Often she refrained from active recitation in class. The general attitude of her classmates is that of disapproval of scholarship. Once Andrella is in college she will find the intellectual stimulus which she did not have in high school . . . Her family encourages a love for learning, so she is not too unhappy."

In his book *Common Sense About Gifted Children,* Willard Abraham comments on results of studies conducted by Leta S. Hollingworth. "Although New York City was her proving ground and extremely high IQ's (above 180) demanded much of her time, her conclusions had implications for gifted children across the country and down to the 125 or 130 IQ level. Her many conclusions based on a solid foundation in research included these: (1) achievement of gifted children in special and regular classes didn't differ much, but the entire scholastic experience of the former groups was enriched and—what is as important—the special classes did not produce smugness, conceit, or personality or social handicaps; (2) time needed for drill in the 3 R's for gifted children in special classes could be reduced considerably from what they would receive in most regular classrooms; (3) gifted children may deliberately hide their lights in regular groups, but begin to shine and expand in special classes where their vocabularies, ideas, humor, and games can come out naturally and freely."[2]

14. "The first few weeks of school . . . Bud seemed to want to proceed wholly on his own and seemed to resent my direction even though he needed some help at times to do his work in better form. His work wasn't too neatly done, but soon he decided entirely on his own that he could do a better job. I couldn't ask for better work now."

15. "I do not feel that my subjects have offered Emma a challenge this year. She seemed bored and uninterested—also withdrawn at times. I think school in general has been a 'letdown' for her after attending the special summer class." (Emma was a participant in the 1961 English class.)

16. "Eve is one of the most mature, reliable, intelligent, and capable students I have ever had. I wish there were many more like her."

17. "I believe that Edith's experiencing the break-up of her parents' marriage when she was so impressionable has colored her personality traits unfavorably . . . This year she seems to me to have improved somewhat. I believe she needs time, love, and a feeling of security for her to blossom forth to her peak."

18. "Grady is sometimes slow in turning in outside assignments . . . Perhaps he has not been challenged in high school to

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[2] Willard Abraham, *Common Sense About Gifted Children* (New York: Harper and Brothers, 1958), pp. 74-75.

develop his talents to their fullest . . . The potential is here. I only hope he will realize, before it is too late, that a substitute for hard work cannot be found."

19. "Edwin is *highly* motivated. He is a top student and a very fine young man. He is trying *hard* for scholarship aid in order to attend college."

Another teacher said, "I would pick Edwin as one of the best (students) I have had during my 22 years of experience; not for brilliance of mind, but for cooperation, courtesy, dependability, attitude, and effort. I believe he will succeed if he has the chance."

A third teacher remarked, "In years past I have taught students who made excellent records, but never have I taught one who was more determined to succeed. This year Edwin is carrying a heavy schedule of school work. Often he has little time to prepare his school work outside of class, but somehow he manages to get it done."

20. "Mona Kay is one of the best students whom I have had the opportunity to teach. She excels in all fields: academic, moral, and social. Mona Kay is never too busy to help her fellow student or students. She is very deeply concerned about the welfare of others."

21. "Erlene is an excellent student and does a great deal of mature, independent thinking and studying."

22. "Myrtis is especially interested in difficult subjects, those that offer a challenge."

Another teacher stated, "Myrtis enjoyed the course on your campus so very much. She has often mentioned how much she gained through such an experience."

23. "Lem Davis is the best *student* I've seen anywhere. With no one else have I seen the word *student* apply so well . . . He seems to master (by that I mean that he goes far beyond what's required) all matters he attempts. Here is a scholar and the beginnings of a great man!"

24. "Unfortunately, Francie has not received the intellectual stimulation from her classmates which she needs to challenge the best in her. It has been doubly difficult for her to maintain as high a standard as she is capable of doing when her contemporaries express a scornful attitude in regard to scholarship. She has, however, done well in spite of her class environment

. . . Fortunately, college will change all of this for Francie, and she will be able to grow intellectually."

25. "Observing Sam Strong in class, I feel he has made tremendous progress by having spent a summer at WCC. He associates with girls and boys of his age level much more now than he previously did."

Another teacher said, "He responds well in class, frequently initiating discussion about problems related to those that are being studied."

6. "Frank is consistently trustworthy, has high moral standards, and has excellent self-control."

The teachers' comments seem to indicate that these high school students are eager to attend college and are capable of doing college work. It was observed, however, that several students need financial assistance in order to carry out their college plans.

It is of interest to note the number of comments in which teachers mentioned the need for encouragement from parents and others closely associated with these young men and women.

The students involved in this follow-up study generally appear to be well-adjusted, maturing individuals who are seeking to make worthwhile contributions to humanity.

Concluding Remarks

The students themselves expressed the feeling that their lives were definitely influenced by the special classes at Western Carolina College. Lindsay Nance said, ". . . the general impressions and atmosphere of the program, and the work done there challenged me; it probably affected my future decisions." The course work was interesting and enjoyable according to comments made by most of the students. They stated that they also gained much satisfaction and happiness from getting acquainted with other students of similar interests and abilities.

Those who participated in the program stated that they profited in various ways. Learning and improving study habits and skills headed the list of benefits received. Other advantages of the program mentioned by these students included learning more about college life; learning the need to really apply oneself in college course work, perhaps more than in high school; developing a better understanding of oneself; and learning how to get along without depending too heavily on others.

Students' suggestions for improving the program varied somewhat with the year in which participation occurred. Criteria for entrance into the program remained essentially the same from year to year, as did the outlines for the various courses. However, the schedules for afternoon activities and evening study halls changed slightly from year to year. The main recommendations for improvements were in the areas of afternoon and evening schedules and week-end activities.

Parents have seen their boys and girls develop in maturity, sociability, and eagerness to apply themselves to the best of their abilities. Many parents indicated they have been grateful that these students could learn firsthand something of college life and what will be expected of them as college students before the "big break" comes.

Teachers expressed concern about the financial needs of students as they try to plan for college. According to their comments, the teachers felt that the students who participated in the college-level classes had been influenced and had received many worthwhile benefits.

Summary of Findings on the High School Program 10

Much of the information gathered during the follow-up study revealed implications for more work to be done on the local level for superior and gifted high school students. Since many of the parents and school personnel expressed concern for making local provisions for these exceptional students, some suggested plans and preparations for local programs are woven into the summary of the high school section.

The data obtained during the follow-up study indicate that the high school students who participated in the college-level classes at Western Carolina College were influenced by their experiences in the program. Many people who provided information in the follow-up visits (especially the parents, teachers, and school administrators) expressed the feeling that concerted efforts must be made on the local level to help meet the needs of these superior and gifted students.

Early Identification and Planning

Is it fair to the superior student to let him glide through high school making all A's just because he happens to do better work than the average or below average students in the group? What kind of preparation is he receiving for entering college?

Persons who recognize the need for more effective programs believe that provisions must be started early. This is emphasized in a statement from the publication, *Education of the Gifted,* which says, ". . . the improvement of educational practices need not wait on the completion of further research."[1]

In order to set up a program for exceptional students, a definite plan for early identification should be established by the administrative personnel of each school unit. Parental cooperation is essential in this identification.

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[1] Educational Policies Commission, *Education of the Gifted* (Washington 6, D. C., National Education Association, 1950), p. 46.

Teachers, parents, and persons in the community must strive to understand the needs, interests, and aptitudes of exceptional children in their efforts to provide challenging experiences for them.

Various means of identifying exceptional students have been presented in many research studies. It is essential for each school system to set up its own plan for identification of superior and gifted students. However, general items usually included are standardized intelligence and achievement tests, past grades, teacher judgment, anecdotal records, and parental observation.

The school must establish its own philosophy, general objectives, and evaluation system as it makes plans for these students. Definitions of terms used may help teachers, parents, and others in the community to gain a better understanding of the program. The attitudes held by the people involved will set the stage for locating exceptional students and providing for their growth and development.

The Role of the Teacher

Well-trained teachers of exceptional ability are essential for the establishment of a meaningful program for superior and gifted students. Such teachers need to possess the kind of maturity which will encourage and foster independent thinking and exploration by their students.

Teachers who understand the needs of superior and gifted students seem to have a stronger realization than other teachers that some plan must be devised to help these students feel a sense of responsibility for the growth and development of their special talents. It is true that *all* students who have the ability to attend school possess talents which should be developed; however, the needs of exceptional students *must* be met if these young people are to make the contributions to mankind of which they are capable.

The teacher has a tremendous obligation in helping these students know and understand themselves, their strengths and limitations, and their responsibilities to themselves and humanity.

The teacher must know how to work within the structure of the program. The program established for these students may provide acceleration or special classes (grouping). Regardless of the technique employed, enrichment is the key to effective teaching.

School Records and Reports

The school records and reports enter into the total program of providing for the needs of all students. The cumulative record is used as one source in the identification of the superior and gifted student. It usually contains data which reveal clues to reasons for any problems which arise, and information concerning the handling of such problems may be entered therein. Test scores, school marks, extracurricular activities, and other pertinent information all become a part of the student's permanent school record. It is essential, therefore, that the preparation and handling of such records and reports be done with exceeding care and caution.

One system for recording data and maintaining student records was reported from Phoenix Union High Schools and the Phoenix College System. "Records control is a responsibility of the records clerks. The records filing and processing areas are restricted to the records clerks. Other staff members may request records and check them out, but they may not physically remove or replace records on the shelf. The records clerk is responsible for knowing the whereabouts of each record at all times."[2]

The system of recording and filing data on each student in the Phoenix Schools appears to be somewhat unique; however, many school units may find helpful suggestions from a study of the system.

In their book, *Educating Gifted Children,* DeHaan and Havighurst discuss the problem of maintaining records. "Very often cumulative records become repositories of dead material that is never used again. In order for it to be used, teachers have to record information that will be of use to other teachers.

"In order to increase the usefulness of records, it would help for teachers to record not only characteristics and behaviors of the child, important as these are, but also their own teaching activities in relation to that child. It is as important, for example, to have a record of what a teacher did to encourage a pupil to write a poem as it is to record that the pupil wrote the poem."[3]

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[2] Gordon Ellis, "A New Approach to Student Records," *The Personnel and Guidance Journal,* Volume XLI, No. 8 (April, 1963), p. 726.

It should be noted that occasionally comments about students made by some teachers contradict the remarks made by other teachers. Qualifying statements or brief notations of interpretation are needed in such cases. The well-trained, well-qualified guidance counselor may be able to help clarify questions in situations of this nature.

If the anecdotal report section of the cumulative record is to have any real value, teachers and guidance counselors need adequate training and experience in writing and interpreting anecdotal reports. A clear understanding and wise interpretation of the data contained in a cumulative record are as important as the keeping of such a record.

Along with the preparation and filing of school records and reports, the matter of school marks should be considered. Each school unit must make the decision about the school marks to be employed in special classes for superior and gifted students. Whether exceptional students are graded on the same basis as other students or a different system is used, it is wise to prepare an explanatory statement of the marking system. The school may also wish to include a statement on transcripts for students who have been enrolled in special classes, certifying that they have participated in a special program.

Guidance and Counseling

A matter of vital importance in an effective program for all students is the provision of guidance and counseling services. A large number of students who participated in the college-level courses at Western Carolina College stated that they received benefit from the guidance and counseling services provided as a part of the program.

It is essential that adequate guidance and counseling services be included in the local high school program. It is impractical to assume that the school guidance counselor can provide for all the guidance needs of the students; however, he is the one who is responsible for taking the lead. The teachers, parents, and the principal are members of the team which must cooperate in the efforts to meet the guidance and counseling needs of the exceptional students, in fact, all students.

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[3] Robert F. DeHaan and Robert J. Havighurst, *Educating Gifted Children* (Chicago, Illinois: The University of Chicago Press, 1961), p. 270.

The high school guidance counselor has an additional responsibility for helping the superior and gifted students. He should keep them informed about such topics as scholarships, special provisions in college admission, and college-level courses in high school. Students, parents, and teachers need to be informed as to the purposes of the guidance and counseling services in order to use them advantageously.

Study Habits and Skills

The forming of good study habits and skills should begin early in the school program. Unfortunately, however, many students reach high school and college lacking the proper study habits and skills.

Follow-up studies of the students involved in college-level courses at Western Carolina College indicate that 85 percent of those in the 1960 and 1961 classes felt that they learned new study skills and/or improved their skills. Clark Dover (1960 Algebra class) said, "I learned that I will have to study in college." Other students remarked that they realized they could not get by without studying, as they had done in high school. Hazel Brown and Bruce Johns are two examples cited in Chapter 8.

Cutts and Moseley, in their book *Teaching the Bright and Gifted,* stress the importance of good study habits and skills. "Whatever grade or subject you teach, you should consider enriching your bright pupils' programs with special work in how to study. Bright pupils generally romp through elementary school, and often through high school, with so little hard work that they never experience the need for concentrated intellectual effort."[4]

Students need the close cooperation of parents and teachers in order to work out an adequate and satisfactory plan for good study arrangements. The teacher can provide suggestions and guides for the student to follow, but the parents must cooperate if the home atmosphere is to be conducive to study.

One method for developing the proper study habits and skills in the programs (superior and gifted—elementary and high school) at Western Carolina College was an adaptation of the U. S. Navy Bulletin entitled "Studying for Your Navy Wings."

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[4] Norma E. Cutts and Nicholas Moseley, *Teaching the Bright and Gifted* (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1957), pp. 59-60.

Mrs. Stone (the high school counselor who was mentioned in Chapter 7 in the section on "Study Habits and Skills") reported that she used Brown's book, *This Is the Way to Study*, as the text for the special unit in her school.[5]

A definite time and place should be set aside for study, and both the time and place should be the same each day. The study place should never be used for any other activity if at all possible. Parents and other members of the family should work together in setting up the study schedule. Any interference should be avoided as much as possible so that the study time may be used wisely.

Additional helpful suggestions for parents may be found in a publication of the Superior and Talented Student Project, *Guidelines for Parents of Capable Youth.*[6] Good study habits and skills have a vital place in the student's life and should be included in the program planned for superior and gifted students.

The Role of Parents

The influence of parents is probably one of the strongest forces present in the lives of all students; therefore, contact with the parents was considered essential in the follow-up studies. The parental influence was noted especially in Chapter 7 in the sections on "Home-Related Problems" and "Social and Emotional Adjustments."

All children need understanding, a feeling of being accepted, and encouragement from their parents. This is true especially of children with exceptional abilities, for they seem to be the ones whom some parents have difficulty understanding. Parents who show love and affection for one another and for their child provide the basis for his personal security and the foundation on which he may build a life of self-acceptance and fulfillment.

Sincere and honest encouragement from parents creates within the child a motivating force that is beyond measure. Nancy Davidson (Chapter 7, "Social and Emotional Adjustments") is an example of a student who received love, affection, and encouragement from her parents. Although her father died while she was quite young, his influence continued to be a strong motivating force in her life.

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[5] Howard E. Brown, *This Is the Way to Study* (New York: J. B. Lippincott Company, 1955), 109 pp.

[6] Robert F. DeHaan, *Guidelines for Parents of Capable Youth*, Superior and Talented Student Project (Chicago 11, Illinois: Science Research Associates, Inc., 1961), pp. 25-26.

Parents who learn how to convey understanding, acceptance, and encouragement to their children make invaluable contributions toward the conservation of our human resources. Parents can and should work closely with the school and the community to strengthen the programs being provided for their children.

Financial Aid

The follow-up studies revealed the need for financial aid on the part of some of the superior and gifted students. This need appeared to be greater on the high school level (college-level classes) than in the elementary groups. Perhaps one reason for this is that by the time a student reaches high school, he and his parents realize more fully the expense involved in securing a college education. Also, by the time many students reach high school age, there are younger brothers and sisters for whom the parents must provide financial security.

Counselors and teachers have an opportunity and an obligation to supply scholarship information and other available means of financing a college education. Parents, too, need to know how they may assist in obtaining funds for their children's future training.

In addition to scholarships, loans are available through the National Defense Education Act and other organizations. Some parents start early and use savings plans to help provide for the financial needs. Other opportunities include part-time jobs, summer employment, and a combination plan of work and study.

The Role of College-Level Courses

Although many of the parents, teachers, and other persons felt that greater efforts were needed to provide more effective programs on the local level, many of the people contacted in the follow-up visits remarked that the college-level courses were beneficial.

Mrs. Garrison and Mrs. Justice (Chapter 7, "Challenge and Motivation") both expressed the feeling that June and Chris would not have planned for a college education if they had not had the experience of college-level classes at that particular time in their lives. In addition, Mrs. Justice remarked, "It makes the transition from high school to college easier."

Other benefits mentioned by high school students concerning their participation in college-level classes have been noted throughout the report. As Mr. James stated (Chapter 7, "Challenge and Motivation"), "It helped their attitude and I believe it caused them to realize the necessity of getting all they can out of high school."

The offering of college-level courses in a college setting differs from the Advanced Placement Program (which is now sponsored by the College Entrance Examination Board) in several respects. The main difference is that students attend classes on the college campus in a college atmosphere while the courses in the Advanced Placement Program are taught in the high school setting.

Comments on college-level courses for superior and gifted high school students are noted in the California State Department publication entitled *Special Programs for Gifted Pupils.* "Gifted high school students succeed without difficulty in the college courses that they take as part of an acceleration program, and thus earn time for further enriched experiences during their college careers. They learn to make good use of their time, and develop a wholesome respect for knowledge and learning. The exposure to college experiences and the satisfaction derived from success in doing the work increase the students' interest in later full-time college attendance."[7]

Not all able youth succeed in school. Our main concern should be what is best for the student, whether he is gifted, average, or below average.

What provisions are being made to help the superior and gifted students develop their abilities to the fullest extent? Effective programs are essential for the conservation of these valuable human resources. Planning must begin now. Delay means additional loss for the present and the future. Parents, teachers, school administrators, and all other citizens have a responsibility to cooperate wholeheartedly in making adequate provisions to meet the needs of *all* students.

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[7] Ruth A. Martinson, *Special Programs for Gifted Pupils*, A bulletin of the California State Department of Education, Volume XXXI, No. 1 (Sacramento: California State Printing Office, 1962), p. 72.

The Teacher-Training Program

Follow-up Study of the Teacher-Training Program

11

Introduction

In 1958, Dr. C. D. Killian, Head of the Education Department, proposed to President Reid that Western Carolina College undertake a program with gifted children. For years the College had been training teachers for other areas of Special Education, such as for Mentally Retarded and Speech classes. In 1958, 29 highly gifted children were enrolled in a six-week summer course on the campus.

This program was so successful and received so many favorable comments from people in North Carolina and neighboring states that it was decided to invite a new fifth grade class in 1959. The original 1958 class was also invited to return.

Teacher-Training Program

In 1959, the teacher-training program was launched. In the first term of the summer session, three courses were offered. These were Psychology 431*c*, *d*, and *e*, *The Gifted Child*. Each carried credit of three quarter hours. The first course was an overview course concerned with the psychology of superior and gifted students. The second course, Psychology 431*d*, taken by many graduate students concurrently, dealt with the education of these students and included much committee work in preparing enrichment suggestions and other guides. The teachers in this class were in many cases taking over gifted classes for the first time, hence the work met a felt need on their part. The third course, Psychology 431*e*, offered opportunities for directed observation and actual teaching experiences with gifted children.

In the 1960 summer session, the same three courses were offered and 46 teachers attended. They were organized in two groups, one taught by Mr. C. Douglas Carter, Director of Special Education in the Winston-Salem City Schools; the other, by the writer. Many of the teachers in the 1960 group were selected by the North Carolina Commission to Study the Public School Education of Exceptionally Talented Children. These teachers were to teach the classes in the five pilot centers which the Commission had set up. The centers were in Greenville, Pitt County, Henderson County, Hendersonville, and Winston-Salem. One of the outcomes of this summer experience was a series of *The Challenge*[1] bulletins designed to provide helpful suggestions for teachers of gifted classes in grades 1-12.

In 1961, there were two innovations: a two-week workshop in the second term of summer school and a Leadership Conference. The summer sessions of 1962 and 1963 were similar, in general, to that of 1961.

Leadership Conference

The first Leadership Conference in 1961 was attended by 39 school superintendents, principals, supervisors, and guidance counselors. It lasted one week and carried no credit. The topics and the speakers are listed below.

STAFF MEMBERS

- Dr. C. D. Killian, Head, Department of Education, and Director of Special Education, Western Carolina College
- Dr. Harold H. Bixler, Professor of Education, Western Carolina College
- Dr. Jack Kough, Vice President, Science Research Associates, and formerly Director of the Superior and Talented Student Project of the North Central Association of Colleges and Secondary Schools
- Dr. Charles Bish, Director of the National Education Association Project on the Academically Talented Student
- Mr. C. Douglas Carter, Director of Special Services, Winston-Salem City Schools
- Mrs. Ellen L. Carroll, Director of Instruction, City Schools, Greenville, North Carolina

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[1] This is a series of bulletins for teachers at different grade levels. For a complete list of publications, see the Appendix.

SCHEDULE FOR LEADERSHIP CONFERENCE, July 17-21, 1961

Monday, July 17

8:05 a.m.	Dr. Kough Topic: Overview
10:25 a.m.	Dr. Kough Topic: Identification
11:35 a.m.	Buzz Session
7:00 p.m.	Dr. Kough Topic: Planning a Program for Superior and Gifted Students

Tuesday, July 18

8:05 a.m.	Mr. Carter and Mrs. Carroll Topic: Grouping
9:15 a.m.	Visit gifted class in Summer Laboratory School
10:25 a.m.	Dr. Bixler Topic: Nongraded Primary
11:35 a.m.	Leaders visit Summer Laboratory School
7:00 p.m.	Film: "Challenging the Gifted"

Wednesday, July 19

8:05 a.m.	Mr. Carter and panel Topic: Special Classes
9:15 a.m.	Visit Summer Laboratory School
10:25 a.m.	Dr. Bixler and Mr. Carter Topic: Enrichment
11:35 a.m.	Buzz Session
7:00 p.m.	Reception: Faculty Lounge

Thursday, July 20

8:05 a.m.	Dr. Bish Topic: The National Picture
10:25 a.m.	Dr. Bixler Topic: Acceleration and the Advanced Placement Program
11:35 a.m.	Buzz Session
7:00 p.m.	Dr. Bish Topic: The NEA Project for the Academically Talented Student

Friday, July 21

8:05 a.m.	Mr. Carter and panel Topic: Reports from the Pilot Centers
10:25 a.m.	Buzz Session
11:35 a.m.	Dr. Killian, Dr. Bixler and Mr. Carter Topic: Summary

Mr. Calvin White served as recorder for the 1961 Leadership Conference, and the following report summarizes his impressions:

A REPORT OF THE LEADERSHIP CONFERENCE AT WESTERN CAROLINA COLLEGE

July 17-21, 1961

The following report is a brief summary of the major points of emphasis presented at the Leadership Conference at Western Carolina College, July 17-21, 1961 The Conference was fortunate in having the services of capable leaders and speakers, some of whom are outstanding authorities in the area of gifted children. We are indebted to Dr. C. D. Killian and Dr. Harold Bixler of Western Carolina College for the wonderful opportunities afforded us by this Conference.

As we review the Conference, the following facts stand out as points to ponder:

Approaches

Three major ways to challenge the gifted are the following: grouping, acceleration, and enrichment.

Grouping may be done in the individual classroom, in special classes in an individual school, or in special classes on a unit or multi-unit basis.

Acceleration may be accomplished by early entrance to school; skipping a grade; completing three grades in two years, as in the nongraded primary plan; completing two grades in one year, such as finishing grades 7 and 8 in one year; subject acceleration; early admission to college; and Advanced Placement Programs.

Enrichment does not imply the completion of more of the same kind of work. To enrich a child's program is to add *breadth* and *depth* to the program. For example, it is not so much the number of books a child reads as it is the *quality* and *depth* of the books he reads. This may be done in the individual classrooms, or on a school-wide basis. The Daytona Beach, Florida, Enrichment Center utilizes a plan of bringing students to the Center one day every week. A different grade group is scheduled for each day of the week.

Setting Up a Program

Information was presented concerning the establishment of a program for gifted children. The following steps were emphasized as being essential in setting up a program:

1. Set the stage. There must be approval and enthusiasm on the part of the administration, teachers, parents, and pupils. *All* must understand the plan.

2. Advance planning must be done, perhaps in the preceding year.

3. One person must be given the responsibility for establishing a definite program.

4. Staff members and teachers should be assigned specific responsibilities.

5. The gifted children must be identified. Several instruments (standardized tests) and evaluations, such as teachers' judgments, should be used in this identification. It is wise to include all students of high native ability as well as those who are high achievers.

6. There should be identification of the special needs and skills of the gifted children.

7. Room lists of the gifted children should be prepared, and each child should be assigned a specific program. This is particularly needed if cluster grouping is used. (The cluster group is a small number [8 to 12] of gifted students in a class which also has superior and average pupils.)

8. The assigned program should be carried out for each child.

9. There should be an evaluation of the program by the staff, and the results of this evaluation communicated to parents and citizens.

10. The program, including follow-up studies, should be reported to the educational world.

The Nongraded Primary Program

Although many school personnel think of the nongraded primary program as an administrative device primarily organized for the benefit of the slow learner and "late bloomer," it has become increasingly evident that this plan also meets the needs of superior and gifted students, especially in small schools and rural communities.

Each child may progress, not in competition with someone else, but with himself at his own rate of social, physical, and emotional development.

Each child can move through the nine levels of the nongraded primary unit in a continuous growth pattern, with some students completing it in two years.

The following advantages of the nongraded primary plan were given:

1. It removes pressure to reach standards.
2. Children become more aware of their own progress.
3. The program allows for no skipping of grades.
4. It provides a span of years for pupils to reach a certain standard.
5. The superior child is stimulated.
6. The plan contributes to mental hygiene of pupils.
7. It develops awareness of a pupil's progress and his needs.
8. There is provision for more team work by teachers and staff.
9. Teacher-parent cooperation is stimulated by frequent conferences.
10. Pressure at the end of the year is reduced.
11. There are fewer discipline problems.

Problems of the nongraded primary plan were discussed and may be listed as follows:

1. Pupils often ask, "What is my grade level?"

2. Some teachers are unwilling to study and prepare for the program.

3. Difficulties may arise if the plan is not fully explained to the parents.

4. There may be a lack of books and materials at some levels.

Summary

The following items summarize the ideas of several speakers in the Leadership Conference:

1. To change the curriculum, there must be a change in the people involved. Pupils, parents, and teachers must believe in a program for the gifted.

2. All pupils must always be challenged. A good program for superior and gifted students usually results in a better program for all pupils.

3. It is usually necessary to re-orient the faculty when changes are made.

4. In-service education is a major factor in a program for gifted children. Provisions for this education should be a basic part of any planned program.

5. Guidance services must be improved and enlarged in a program for superior and gifted students. This is a "must" in a good program.

6. Content and teaching materials must be sufficient and well organized if a program is to meet the needs of pupils. The program must not be carried out "in the same old way."

7. There should be a warning against giving "prestige" to teachers who teach gifted children. All children deserve excellence in their teachers.

8. Educators must be prepared to cope with the changes of a challenging world. The next decade will bring an "intellectual rebirth" to our world.

9. The pilot centers in North Carolina on the Gifted Child Program are reporting great success. This is especially true of the special classes, the Nongraded Primary Program and Grouping.

10. All programs for superior and gifted students should be concerned with increasing the educational opportunities of these pupils. These programs should not be permitted to become "administrative devices" for "crash programs" in quantity. These children need a quality program, not a quantity program.

11. Identification of the talented and gifted should be improved. Identification and guidance cannot wait until the junior and senior high school years, but must be started in the primary years. IQ tests alone will not do the job of identifying these students. School grades, personal records, teacher evaluations, and standard tests of achievement, aptitudes and interests must also be considered.

12. Academic talent or giftedness is not a single identifiable trait. Two children, each with an IQ of 120, may be entirely different in aptitudes, interests, motivation, and even in academic achievement.

13. Creativity should be encouraged and broadened in any program for gifted children. These children should be encouraged to explore, discover, and create.

14. The itinerant teacher is one solution for small and rural counties, because it is difficult to arrange transportation for the number of pupils required to form a class.

15. Cluster grouping may be defined as the assignment

to one teacher of a small group of gifted children, along with average and superior students.

16. Summer enrichment programs *may* be largely recreational.

17. Science clubs or individual research projects in some places have been scheduled on Saturday mornings.

18. Team teaching in grade 5 and upward has possibilities.

19. Grading and reporting to parents are two big problems for study by staff members.

20. Books and materials for gifted children must be studied and evaluated.

21. Educators must overcome misinformation concerning superior and gifted students.

22. A school system should begin with a program that will meet its local needs. It should not superimpose another program.

Recorder: Calvin C. White, Supervisor
Warren County Schools
Warrenton, North Carolina

July, 1961

Fellowships

With the assistance of the Mary Reynolds Babcock Foundation and, in later years, the Z. Smith Reynolds Foundation, fellowships were provided for 227 teachers and 67 school leaders. The distribution of persons awarded these fellowships, which covered all expenses on campus, was as follows:

	Five Weeks	Two Weeks	School Leaders
1959	26		
1960	46		
1961	41	46	39
1962	30	38	28
Totals	143	84	67

Various techniques were used to ascertain what impact this teacher-training program had. In the spring of 1962 a questionnaire was mailed to the 198 people who were on campus in 1959, 1960, and 1961. Replies were received from 100 persons.

In addition to the questionnaire procedure, the writer visited many of the systems from which these teachers came. Comments on these school visits will be found later in this report.

Questionnaire Results 12

The first item on the questionnaire was, "What did you learn in the fellowship program that has helped you?" The answers which follow are quoted verbatim, but the teachers concerned are not named. For the convenience of the reader, typical comments have been organized under various categories.

Initiating a Program

1. "I learned the proper steps in identifying the gifted child and how to set up the program."

2. "I was able to get a broad picture and detailed description of the different ways of educating the gifted. I appreciate the knowledge I gained on the nongraded program for the gifted."

3. "It helped me gain an insight into the *need* for challenging our gifted children in order to achieve personal satisfaction for the individual and society."

4. "I am now aware of the tremendous potential in our youth that is going undeveloped; it has helped me to learn and observe the many approaches to develop a child's talent to the fullest."

5. "We had had several teachers' meetings on the subject; it helped in understanding problems of these children."

6. "We have too long neglected the superior student; have been trying to make the slow learner an average student; and have been allowing our superior students to bog down."

7. "It was helpful to hear of the many different programs for the gifted in North Carolina and other states too, and to hear Dr. Charles Bish, Director of the National Education Association Project on the Academically Talented Student."

8. "The fellowship program helped me to install two classes

for gifted pupils in the Tryon City Schools. Screening requirements and mechanics of operation were treated thoroughly."

9. "The published materials and handbook have been very helpful to me in directing my own plans for work with gifted children in Volusia County, Florida."

10. "The fact that we were able to compile *The Challenge* guidebooks with the various subject-matter areas gave us more insight into what is expected and how to implement a program of this type."

11. "I received much help in knowing how to organize a program for the gifted. Preparation of teachers for the program was needed."

Grouping

1. "The fellowship program taught me how to identify and challenge the gifted; to group students in ability groups and gear their work to their abilities."

2. "I learned that gifted and superior children can be taught even in combination grades, for example, fourth and fifth grades in one room."

3. "We have 'cluster' grouping for the first time this year. This idea I started, and gained much help for, last summer."

4. "It caused me to become particularly interested in 'cluster' grouping."

5. "The program helped me in grouping my pupils according to learning levels. It gave me a better knowledge of how to cope with the gifted and slow learner."

6. "I learned about the grouping of superior students. We have *A-1* and *A-2* groups of pupils based on academic training and test results. These students do an entirely different line of work as compared with *B* and *C* groups."

Nongraded Primary Unit

1. "I have been able to pass on many suggestions to other teachers particularly about the nongraded primary."

2. "I learned: (a) this a growing program, (b) how to set up the nongraded primary program, and (c) principles of selecting, placing, and working with the gifted."

Enrichment

1. "I became aware of the vast potential of pupils not being reached, how to identify and provide for these pupils. Characteristics of the program became clearer."

2. "I realized that the gifted child can digest almost any materials if it is presented in the correct manner by the teacher who is prepared."

3. "I have become informed of the many efforts in this field, state and national, which give me confidence to add things to my daily lessons. Your lists and *The Challenge* booklets are valuable references, as is the textbook."

4. "The fellowship program taught me how to cope with the above-average and gifted children in the average classroom; how to motivate the underachiever; and how to meet the needs, after identification of the gifted."

5. "I learned that activities for gifted children may be used in a regular school program."

6. "I was impressed with the success of the morning talks (oral reports). I used them with my group this year, and I have found them to be successful and interesting."

7. "In a regular fourth grade we have been using the morning talks. The superior pupils helped others by giving interesting and informative talks."

8. "I learned that a good teacher can help the gifted in her own room; that special ways can be developed in any school without a lot of 'extra' money."

9. "I found that various types of programs are possible for working with gifted and that there are possibilities of enrichment within present programs where gifted classes are not feasible."

10. "I enjoyed getting together with other teachers for group discussions on ways and means of enriching the program."

Curriculum and Methods

1. "We do not have a program for superior or gifted students; I am trying in my best classes to give them some curriculum enrichment, and especially to encourage wide reading."

2. "I have used many of the methods of teaching observed

there; the greatest help was the inspiration gained from working with a group with such a wide variety of experiences."

3. "I received inspiration from a great teacher."

4. "I learned about creative activities in writing and art."

5. "It helped with methods in teaching gifted pupils and with selection and location of materials; teaching units have been helpful."

6. "Morning talks are a 'must' with me now. I formed sound practical methods which I have been able to use effectively to promote better habits of study in the classroom. The program taught me how I can identify and work with superior students, and helped in artistic arrangement of bulletin boards and art displays in the room."

7. "It showed me how to recognize and identify gifted children."

8. "I learned how to motivate and stimulate the creativeness of gifted children."

9. "The program revealed that gifted children need guidance as well as instruction. They can find their own material and deal more in concepts. I was glad to know that I was not alone in my thinking concerning the 'natural' method of teaching and learning foreign languages."

10. "I learned creative approaches to teaching gifted."

General

1. "The available books concerning identification of programs for the gifted; the discussions in the regular class; the observations in the Summer Laboratory School; and the opportunity to discuss and to exchange ideas with others involved in the program were all helpful."

2. "I am using information gained with individual classmates, my own sons, and am sharing some ideas with other teachers in my system through talks, P.T.A. programs, etc."

3

Participation in Programs 13

Out of 100 questionnaires returned, 55 persons reported that they are participating in some type of program for superior and gifted students. The question was, "Are you now participating in any program for superior and/or gifted students?" As in the preceding chapters, comments have been organized in categories.

Nongraded Primary

1. "I am participating in a nongraded primary program."

2. "One of our elementary schools has a nongraded primary program. We have two teachers working with us who are paid by the State Department Division of Education for Exceptionally Talented."

Special Class

1. "I had the privilege and challenge of teaching a class of superior students in Indianapolis, Indiana, at the *fifth-grade level.*"

2. "Enrichment is provided in the sixth grade. We put into one section the top 30 students according to IQ and achievement (IQ, 118 and up and achievement, eighth grade and up)."

3. "We have two classes for gifted: one nongraded primary class and one nongraded junior high class."

4. "Enrichment is provided in the sixth grade. Mental Maturity and Achievement Tests are given at the end of the fifth grade (also in the third grade). From these results, plus the teacher's opinions about work habits, health, and emotional stability, recommendations are made for sixth grade Enrichment Classes. At the end of the sixth grade, recommendations

are made for a seventh- and eighth-grade combination class. Then from this combination, students go into the ninth grade."

5. "We have an academically talented class. The top eighteen fifth-grade students in New Hanover County have been selected based on (a) IQ, (b) marks— *A*'s and *B*'s, (c) achievement two years above grade level, (d) teacher, principal, and parent approval, and (e) social and emotional adjustment."

6. "We have an enrichment class composed of pupils whose IQ range is from 120 to 164 (Stanford-Binet Test) working on the regular course of study and enrichment in the fields of science, literature, and social studies, with special emphasis upon the study skills."

7. "The Enrichment Center here serves fifteen schools and provides consultative services for the entire county. The Enrichment Center enrolls gifted children from grades 3-7 with an enrichment program one full day each week. Identification programs are in effect in both white and Negro schools throughout the county."

8. "We have a sixth-grade class in which twenty-one pupils have been selected according to the criteria suggested by the State Commission to Study the Public School Education of Exceptionally Talented Children. We teach advanced reading and have a variety of enrichment activities in all subject areas."

Enrichment

Under this heading comments are reported by teachers who were providing enrichment opportunities in a regular grade as well as those special opportunities afforded by large schools in which students are grouped according to ability levels.

1. "Enrichment is provided on the elementary level. I teach a group of gifted from the Belle Glade Elementary School two days each week for enrichment purposes."

2. "Superior groups are now being provided with an enriched program to meet their interests and needs. Groups are being moved along at their learning rate. Greater depth in learning is being realized. More experiences can be, and are being, provided pupils at their levels of learning."

3. "We have a reading program which is for superior students who are underachievers because of reading difficulties. I work

in the five schools in the Titusville area, and four others work in other areas in the county. We work with students and consult with teachers who need assistance."

4. "There is an enrichment program for 9 seventh graders. These children are taking eighth-grade mathematics by TV and ninth-grade science by TV. They are doing much creative writing. We are providing many supplementary reading materials to take care of their special interests."

5. "We have enrichment in eighth-grade English and World Geography. The enriched English program for the entire year includes some creative writing and grammar on a ninth-grade level. World Geography is moved down from tenth-eleventh grade level to the eighth grade. North Carolina History is completed in half a year. The last half of the year includes geography from the standpoint of current news and 'hot spots' around the world."

6. "Enrichment is provided for eighteen students. We have a program of enrichment using many suggestions in *The Challenge* series."

7. "We are grouping in several subject areas. In grade four we have three levels for reading. The top group will be given more enrichment than the other groups. In the sixth grade classes we also group in reading on three levels, following the same pattern as in the fourth."

8. "We divided the 3 sixth grades for reading classes: above level, average, and below-average levels. It was suggested, since I had participated in the Gifted Child Program, that I should teach the group reading above level."

9. "We have classroom and enrichment programs. Teachers are using supplementary materials to aid children with superior ability to extend their learning Also, much experimentation and exploration is being carried on in the areas of science and mathematics. Some have foreign language for the superior students in the elementary classes."

10. "We are experimenting with Spanish in the sixth and eighth grades."

11. "We provide enrichment in all sixth grades as well as subject acceleration in music, social studies, public speaking, and some of the basic subjects."

12. "We have some special work in reading in grades 4-6,

which permits the gifted and superior pupils to accomplish more. We have some hope that our City Schools will have two classes for gifted pupils in 1962-63."

13. "English Literature is provided for superior students. Our students are grouped on the basis of achievement, IQ, and teacher opinion. I now teach the top sixth seniors in English IV. In addition, I teach an advanced group of eleven seniors in college English. We use a college text and do additional units in the novel, world poetry, and drama."

14. "Our 3 fourth grades were grouped for reading. I have been working with the superior group. Using the results of two tests and taking into consideration the performance of pupils during the beginning weeks of the school year, the principal and teachers set up the groups."

15. "This year for the first time we have divided the ninth grade into three sections. This enables me to enrich the program of the brighter students and make the work more challenging than before."

Acceleration

1. "I am teaching a group of superior students. This is a selected eighth-grade group consisting of thirty-three students. We have subject acceleration. I teach the language arts and social studies. This group takes first-year algebra, personal typing, science, music, and physical education."

2. "Our school provides enrichment through the regular classroom teacher. In subject acceleration, a number of opportunities are provided in elementary grades where children can work on special projects in social studies and science. Foreign language (Spanish) was begun in grades four through six as an enrichment activity. We expect to move into seventh and eighth grades throughout the county next fall. In high school, at tenth to twelfth grade level, a course in Advanced Algebra is offered for college preparation. The chemistry class is grouped, and the bright student is expected to do extra assignments."

3. "We have accelerated eighth-grade American History. This is a class of students with IQ's of 100 or more, and they are a joy to teach."

4. "An accelerated program is offered. We have bought all kinds of special books and aids to challenge the gifted children."

5. "We have acceleration and enrichment. In our junior high school we have one class, twenty-two in number, taking ninth-grade algebra and science. So far, these students are not only outstanding in these advanced courses, but they are the best in all their other studies as well."

6. "We now have in our system some pilot schools working on primary school programs which make it possible for superior children to complete the first three years of school in two years."

7. "I participate partially, but only as I wish to apply it. We have no organized program. There is subject acceleration in typing, French, and individual science projects involving research and experimentation. Two students doing first-year algebra (self-taught) will receive high school credit when work is completed."

8. "Students gifted in mathematics are placed in a special class where they are given algebra along with their regular arithmetic. This is for eighth-grade pupils."

Suggestions for Improving The Teacher-Training Program 14

The questionnaire included the following item: "Give your suggestions for improving the total program for teacher training." The suggestions made by the teachers and school leaders are organized under the following headings: (1) Course Work, (2) Observation, (3) Work with Students, and (4) Leadership Conference.

Course Work

1. "What do I do now? I've already taught them all I know, and I plan to start 'making up' things to tell them next week."

2. "More time might be given to student (teacher) reports and observations."

3. "I feel that all teachers need courses in counseling and testing."

4. "Aim at educating all teachers to recognize and provide for the Superior Student—development of essential skills and understanding and opportunity to exercise initiative and originality."

5. "I think that much reading should be required of the graduate students, and teachers should report to class to share their findings."

6. "Provide mathematics, science, geography, and other content courses."

7. "The course should be longer than two weeks."

8. "Give suggested approaches for teachers to use in leading up to Daily Talks, and for creative writing and literature."

9. "Courses are needed in mathematics and science areas. Offer more subject-matter courses."

10. "There should be work which would enable one to identify, to understand, to motivate, to locate interests, and to develop materials and/or units of work which would enhance the entire curriculum for the gifted student."

11. "More classwork is needed with less observation; limit observation to one hour."

12. "More definite suggestions should be given for experiences that can be used when the teachers return to their own classes."

13. "Provide a content course in science which includes experimentation (upper grade, junior high level)."

14. "More emphasis should be placed on subject-matter courses."

15. "I believe *The Challenge* handbooks could stand revision in some sections. I think the subject-matter areas could be strengthened."

16. "There should be more panels and lectures, especially in nongraded primary and superior fields."

17. "Teachers should be allowed to develop creativity; and when it becomes a part of their personality, they can then apply it to specific courses."

18. "There should be careful screening of materials designed for superior students."

19. "We need ideas for enrichment in academic courses. More guidance courses should be provided."

20. "Work more on having students create things in the subjects taught."

21. "I would have liked part of the time used as a workshop to see actual experiences planned and discussed."

22. "More hours need to be devoted to course work so that the teacher will have content knowledge for the work she is doing."

23. "At least one large unit of some required course in teacher education should be devoted to teaching the superior."

24. "The freedom you gave the fellowship teachers in our reading permitted us to enjoy many books we had wanted to read but never could find the time before. The outside speakers were very interesting and informative, and the atmosphere of the class was such that we could learn much from each other."

25. "Being able to do research in an area in which I was

particularly interested, creativity, was most beneficial and satisfying to me."

Observation

1. "At least one hour a day observing the children in a classroom situation would be of great value."

2 "More observation time is needed in activities other than the regular morning classroom."

3. "I would like to have been able to follow the whole morning's work a bit more."

4. "Observation of a class of superior and/or gifted students should be required of all teachers."

5. "Allotting more time for observation would be beneficial."

6. "I think it would be better to see the individuals doing more work, experiments, rather than so much teacher lecturing; I need more materials to work with."

7. "Observation needs to be planned in longer blocks."

8. "There should be improved distribution of observers (teachers). Often there was not room in the classroom. Spasmodic observation hinders continuity. We need to see all of a day's work."

9. "The number of people visiting a class at any one time should be controlled so that the classroom would not be so crowded."

10. "If planned or arranged ahead of time, there would always be something different to observe. I sometimes felt this time was not used as efficiently as it might have been."

11. "More time is needed to discuss the program with instructors and to observe."

12. "I enjoyed it, but larger quarters would lend to more freedom and creativity."

13. "Observation periods should be scheduled in advance, with minimum requirements set up; for example, each teacher must observe a minimum of three class periods a week, making written reports or comments."

14. "It would help to have directed observation as to evaluation of learning experiences, goals, techniques, materials, etc., with active participation in evolvement of creative processes."

Work With Students

1. "They work well, but do not care for doing work that they already know. They need broader experiences and the opportunity for creative, self-expression."

2. "I found a good part of the time at fifth-grade study hall uninteresting—too many fellowship teachers merely wandering around."

3. "Working on an intern basis with a master teacher in charge would be valuable training."

4. "I wish I had been involved in more classroom projects (on an individual or group basis)."

5. "I believe teachers would like to see students studying, following their schedule for one day, at a different period each day."

6. "If children had access to Hunter Library, the program would be more effective. More time is needed with children. More materials and reference books are needed for the special-class children."

7. "Provide buzz sessions with students by all teachers."

8. "Perhaps fellowship teachers could have some experience in planning and teaching the actual subject matter."

9. "Teachers should teach a definite period of at least one hour per day, changing students every week."

10. "Perhaps more actual work with the students would be helpful."

11. "There should be more work with grouped children. Most teachers have been trained to teach children of different abilities in one grade. They have had very little work with selected classes or groups."

12. "I believe it would be more helpful in training teachers to have more work with students than is now scheduled."

13. "Allow time for fellowship teachers to talk with individual children."

14. "Provide active, student-teacher learning experiences rather than passive listening or fascination-type experiences."

15. "I would have enjoyed being housed with the children."

16. "Much more actual work with students should be planned."

17. "Fellowship teacher should take a more active part in this area."

Leadership Conference

1. "This offered some of the best and most needed helps."

2. "More superintendents and State Department Personnel should be invited in order to get their cooperation."

3. "There should be opportunity to share ideas, to learn about other programs, to have help in solving problems and to be challenged to further study."

4. "More 'question and answer,' 'discussion,' and 'how to' meetings should be provided."

5. "I would have liked more time with the participating faculty members."

6. "Some pre-planning information might be helpful to present requirements other than course requirements."

7. "Urge teachers to make provision for high-ability students (generally) in regular classroom."

8. "There should be concentrated separation of techniques for handling the gifted."

9. "Would it be possible to bring in directors of other gifted programs and have them present information about their own procedures? Through a comparison of these different programs it might be possible to determine what procedures are most effective in programs of this type."

10. "Down-to-earth, realistic discussions, and leaders with practical suggestions would help teacher morale."

11. "It would help to have conferences with supervisors and school superintendents on methods of teaching and possibilities of nongraded primary."

12. "Provide an orientation session before observation of children with supervising teachers."

13. "Please bring together leaders in this area of work on critical research through shared oral reviews."

14. "I could have used suggestions on how to best get administration more keenly interested in such a program."

15. "Have group participation. Need more reaction from attendants to guide you."

16. "Supervisors and superintendents need to tackle the job of providing some program of helping and 'following through' with the teachers. Many are 'ignoring' the urgency of seeing that these boys and girls are adequately challenged."

17. "Outstanding speakers were scheduled. The speakers at the Leadership Conference were alert to the needs of group and tried to meet these needs. The free afternoons are needed for participants to assimilate information and discuss it."

18. "The Leadership Conference for superintendents and principals plus teachers is the way to get this gifted child program on the road to reality."

Other Comments 15

1. "Children should be challenged to pursue interests, meet competition, and experience new problem areas not available in average classrooms, and not adaptable to average and slow-learning students."

2. "If it is possible, prepare a copy of the ideas submitted, as you have been doing in the past. This would be of value."

3. "If the group of participating fellowship teachers could meet a day or so before their actual work started, they could know each other better and perhaps have a feeling of unity."

4. "I would not have attempted to teach a special class this year without having taken advantage of the fellowship program."

5. "I have gone over my notes many times and each time found new ideas, particularly on stimulating and guiding reading activities, which included critical reading."

6. "Inclusion of graduate students from another state was an excellent idea. It's worthwhile to have first-hand accounts of what is being done in other states."

7. "I was not under a fellowship. I enjoyed the course very much and I look forward to the time when all our schools can make some provision for the gifted."

8. "Only a gifted teacher should be employed to teach the gifted class. Until the State Department of Public Instruction will give scholarships for teachers to do summer study and learn how to teach the gifted, we will not move very rapidly in doing something concrete for all gifted children."

9. "I was delighted to hear what our own State is doing through the Commission to Study the Public School Education of Exceptionally Talented Children. I can truthfully say this

was one of the best conferences I have ever attended, and I am extremely grateful for the fellowship I received."

10. "We all felt the need for more time to hear what others are doing in this program, and how they are meeting the needs of the gifted child. I wish we could have had a sharing period and could have asked questions about things that were being done."

11. "One of the most enjoyable events was the play on which we all worked. It drew students, fellowship teachers, and all concerned together."

12. "Teachers need the experience of working on a curriculum for gifted students. Curriculum guides prepared for certain schools and certain students are helpful, but each school needs a curriculum of its own for its own students."

13. "Before attending the course, I felt strongly toward grouping according to ability; after being in this class, I feel I have reason to stick to my conviction. What a challenge we have before us!"

14. "Perhaps, it would be well to inform the fellowship teacher before he arrives that he will be given an opportunity to go on outings, camping trips, etc., so that he may come prepared for such adventures."

15. "It (providing for superior and gifted students) means more work, more preparation, and more individual instruction since there is a wide range in abilities and interests."

16. "The work is so usable, even in a small school like ours."

17. "I wish I had the power to put its concepts into being in Florida."

18. "Whether a school has a special program for the gifted or not, most teachers at some time in their careers teach gifted children. I feel that I am certainly better able to understand and meet their needs."

18. "A person who decides to do this type of work should have curiosity, flexibility, physical fitness, and unselfishness."

20. "It was the most friendly situation I was ever in. One relaxed enough to want to do more research."

21. "I believe the workshop would have been more helpful to me if the Leadership Conference had been held separately. We spent too much time listening to material outside our subject fields. I especially enjoyed the suggestions regarding the teaching

of English. More of this type of help in each subject field would give us something tangible to carry back with us."

22. "Continue to make available to interested teachers research findings about the gifted children at Western Carolina College. (I am a member of the National Association for Gifted Children.)"

23. "I have shared this inspiration and challenge with teachers and parents through lectures and talks."

24. "I feel that the first person to be invited from any school should be the principal, since he could introduce new ideas and work faster than a teacher can."

25. "It not only gave me some insight into the gifted student program but, I feel, broadened my vision and will make me a better teacher for all students."

26. "We would like for more Georgia teachers to have an opportunity to attend your fine college."

Follow-Up by Personal Visits 16

The teachers and school leaders who participated in summer-session classes were told that the writer would be able to make personal visits to their schools. Invitations were received from a large number of school systems. In alphabetical order the school systems actually visited during the 1961-62 school year were as follows:

Asheville
Chapel Hill
Charlotte-Mecklenburg
Conover
Durham
Elizabeth City
Fayetteville
Franklin
Greensboro
Henderson
Henderson County
Hendersonville
High Point
Marion
New Bern
Newton
Norlina
Oxford
Pitt County
Raleigh
Salisbury
Spruce Pine
Tryon
Wilmington-New Hanover County
Winston-Salem
Yanceyville

In order to give the reader some information about the type of work done on these visits, two examples will be described in detail.

Wilmington and New Hanover County

In Wilmington, North Carolina, there has been interest in a total program, with provision at all grade levels. Three elementary schools have already organized the nongraded primary plan, and I visited two of these schools. In this instance, I did not meet with the teachers but did spend some time talking with principals about problems that had arisen.

I was also invited to sit in on a meeting of the elementary principals, at which time a panel of three principals discussed advantages, disadvantages, and problems of the nongraded setup.

Beginning in September, 1961, the first special class in New Hanover County was organized at the Lake Forest School. Mrs. Mae Brock Knight, who was a fellowship teacher in the summer of 1961, taught this class. The class enrolled 20 fifth-grade students who came from all parts of the county. I visited this class twice. The first visit was in the fall when they were getting started; the second visit was in the spring. The principal need mentioned by Mrs. Knight was for help in curriculum, particularly with reference to content in science. She had made good use of the "morning talks" and other devices or techniques suggested in the course.

The third type of program in operation in this system is the high school Honors groups. I had the privilege of visiting with Mr. Heyward C. Bellamy, the high school supervisor, a number of such classes in mathematics, science, and other senior high school subjects. Here again the primary problem was not one of teaching technique but rather what curriculum content should be included.

Salisbury City Schools

Two visits were also made to the Salisbury City unit. In December I attended two meetings. One was a meeting of all principals and administrative officers. This was conducted on a "meet-the-press" technique. Each person present asked one or more questions of the writer and this was followed by a general discussion.

On the same visit there was a general meeting of all teachers in the system at which the writer was the principal and only speaker.

Another visit to Salisbury was scheduled for the purpose of visiting in the classrooms. At that time, elementary, junior high, and senior high classes, both white and Negro, were visited. Salisbury has the distinction of being one of the few systems in the State which began a program for superior and gifted students four years ago. During the year 1961-62, therefore, Boyden High School had Honors classes at grades 9, 10, 11, and 12 in both English and mathematics. All eight classes were visited and comments were made at a meeting of the teachers in the afternoon. The Salisbury City Schools are making a definite effort to keep records of the curriculum content in these Honors groups. The type of record is interesting. On the left-hand page there is listed the curriculum taught in the normal classes for the particular grade level. The right-hand page shows the additional or enrichment activities which are included for these bright and gifted students.

Summary

Summary of the Follow-Up Studies 17

These follow-up research studies were conducted in an attempt to determine, to some extent, the influence of the Superior and Gifted Student Project at Western Carolina College upon the students and teachers who participated in it.

Elementary and High School Students

Many of the teachers who were contacted through visits and questionnaires expressed the belief that there definitely is a need for providing a challenge for superior and gifted students. Several of the teachers stated that they have seen talented boys and girls change from interested and industrious students to disinterested, bored, and lazy students. They felt that these changes took place more often in classes where the unusually bright pupils had to sit and wait for the slower ones to "catch on" to some principle or explanation being given by the teacher.

Miriam L. Goldberg, reporting in April, 1963 on one of her research studies, presented some interesting observations on administrative provisions for taking care of exceptionally talented students. She stated, "Since most gifted children, especially at the elementary level, score near the ceiling on commonly used tests, any differential growth, due to grouping, may be masked. But the lack of consistent differences is probably most due to the fact that little is done in special classes for the gifted that is different from what is done for them in broad range groups. Thus, placing bright children in narrow range classes, though a possible facilitator of better learning experiences, does not *per se* result in greater achievement in the basic skills or knowledge.

"These general findings were highlighted by two studies at the secondary level which suggest that grouping procedures seemed to have positive academic effects *only* when accompanied by acceleration of content."[1]

Most of the remarks from parents contained expressions of gratitude for what they called "stimulating" programs at Western Carolina College. The students themselves stated that the emphasis on study skills was one of the greatest benefits derived from participation in the program. Many students remarked that the *morning talks* had helped them to organize and present information to their classes with more confidence and poise.

These comments from students, parents, and teachers indicate that the programs definitely have had beneficial influences on the participants.

The findings of the follow-up studies may be summarized as follows:

1. *Some method should be employed to help superior and gifted students to utilize and develop their talents and abilities.* Exceptionally talented students seem to do their best work in situations where they are grouped, provided specific enrichment in content is included. Each school, of course, must work out its own plan for grouping to best meet the needs of the pupils concerned. Various grouping plans which have been used in school systems include: full-time ability groups, part-time ability groups, cluster groups, nongraded primary, special interest groups, and grouping in the regular classroom.

School work for the gifted students needs to be interesting and challenging, not just "extra work" to keep busy or to fill the time. Several teachers and principals indicated a realization of this fact.

Acceleration is another method used by some school systems to help superior and gifted students to develop their talents and abilities. Careful planning is essential also in the use of this procedure. Acceleration is often confused with "grade skipping," which is only one of several ways of accelerating students. Other ways include early admission, nongraded primary, combination grades, rapid progress, subject acceleration, admission to college under advanced placement program, and early admission to college.

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[1] Miriam L. Goldberg, "Research on the Gifted" (New York: Teachers College, Columbia University, March, 1962), (Mimeographed) p. 35.

2. *Guidance and counseling services should be made available to exceptionally talented students as well as to regular and slow-learning students.* A superior or gifted student is not immune to problems. In fact, his special talents or high academic ability *may* mean that his need for guidance services is greater than that of the average student. It seems unfortunate, indeed, that some school systems provide guidance and counseling services only after problems become acute. An alert, interested, and understanding teacher may be able to foresee a student's need for guidance before the student himself is even aware of any real difficulty. In some cases, counseling needs to be provided for the parents as well as for the student.

3. *It is essential for schools and homes to work together in their efforts to provide for exceptionally bright boys and girls.* Well-planned teacher-parent conferences can be valuable for all concerned, not only in meeting guidance and counseling needs, but also in helping the superior and gifted children to "give of their best." In *Gifted Children, Their Psychology and Education*, Maurice F. Freehill states, "To be effective, agencies must work together in building and enlarging on home experiences rather than attempting to start on another foundation."[2]

4. *Enrichment should be provided for superior and gifted students regardless of acceleration.* Enrichment, of course, requires time and careful planning, but it is essential if interests and efforts are to be kept on a high level. Well-planned enrichment activities often help students to do top-grade work in their best subjects and also to improve their relatively weak subjects.

Several of the gifted students were reported to have had difficulty with mathematics. Of course, most of them quickly tire of drill work, but they are usually more willing to do the work when they can understand the need for it. Cutts and Moseley, in their discussion on enrichment, state, "It is not easy to plan enrichment that will help a bright pupil improve a relatively weak subject, especially if he is already beyond the level at which the rest of the class is working . . . But just having him work ahead in his arithmetic book is not always sound enrichment either. If he is merely learning something that he will be required to study again tomorrow or next week, he is anticipating uselessly and just postponing boredom. Ideally you and he will agree on an activity that will interest him though he will have to learn more mathematics to carry it out."[3]

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[2] Maurice F. Freehill, *Gifted Children, Their Psychology and Education* (New York: The Macmillan Company, 1961), p. 353.

5. *Careful planning, time, and untiring effort should be spent to aid gifted children in working out any problems in social and emotional adjustments.* Although the majority of the superior and gifted students seem to be average or above in these adjustment areas, some of them do have problems. Kindness, patience, and understanding go a long way toward helping these boys and girls solve their adjustment problems.

One principal told of a situation in which it was believed that a student would benefit more from skipping a grade than by remaining with his class. A thorough study was made of the change, and without any fanfare the boy was moved into the next grade level. One of the matters of concern was the boy's size—he was small for his age. Shortly after the change was made, the boy appeared to be emotionally upset several times; therefore, he was quietly moved back into his original grade, where he adjusted well and without further difficulty.

Various studies concerning social and emotional adjustments have revealed that children who have good relationships in their homes tend to have better social and emotional adjustments than do those who have experienced unstable home relationships.

6. *Early identification of the potential underachiever is vital in the treatment of this problem.* Motivation is closely related to achievement; therefore, the student who lacks motivation should be placed on the list of potential underachievers. Causes of underachievement, in addition to inadequate motivation, include problems in home relationships, poor study habits, and poor physical health. Another cause of underachievement in a superior or gifted student may be his ability to pass his work with little effort. He needs to be inspired by teachers and counselors to "measure his achievement against his own abilities, and not merely against the achievement of his classmates."[4]

Early identification of the potential underachiever may aid teachers, parents, and the student in finding the cause. It may also cut down on the time involved in solving the problem. Much work needs to be done to eliminate this tremendous loss of talent and abilities. "When the gifted student is underachieving, the school should look at the challenge of the program, the adequacy of basic learning skills, and the emotional condition of the learner."[5]

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[3] Norma E. Cutts and Nicholas Moseley, *Teaching the Bright and Gifted* (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1957), p. 48.

[4] National Education Association and The National Association of Secondary School Principals, *Administration: Procedures and School Practices for the Academically Talented Student* (Washington 6, D. C.: National Education Association, 1960), p. 105.

7. *New procedures are needed in the area of school reports and grading systems for superior and gifted students.* Some of these students are reluctant to accept placement in a special group because they fear lower grades. This is true particularly with high school students, who are aware that colleges place tremendous value on grades.

Some schools have solved the problem of grades and school reports by giving weight to the grades for purposes of standing in the graduating class. Letter grades in special classes or honor groups are given more weight than the same grade in a regular class.

Another grading method employed by some schools is that of returning to the regular classroom those students who make less than a *B*. In other words, there is a cutoff point below which the student can no longer remain in a special class.

Parents and students need to have a clear explanation and thorough understanding of the grading system to be used in a particular situation. Regardless of the type of system employed, many schools make notations on the student's record to show that he was a member of a special group or honor class. Many colleges and universities take this information into consideration in the evaluation of the student's transcript.

In conclusion, although many school systems are making provisions for their superior and gifted students, a great deal remains to be done. Every exceptionally talented student should be given the opportunity to develop his talents and abilities. *His* progress is *our* progress, because he has the potential of making an outstanding contribution to his fellow man. A great resource may be forever buried unless he is given the chance he desires and deserves.

The challenge is ours. We *must* meet it.

The Teacher-Training Program

It is difficult to describe and evaluate accomplishments in so many different systems and at so many levels of work. The comments of the various individuals in letters or given verbally have been most gratifying. It is obvious that many teachers in many schools are doing outstanding work in providing for the needs of superior and gifted students. Western Carolina College is proud of the contribution which it has made to these undertakings.

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[5] Freehill, *op. cit.*, p. 392.

Appendices

APPENDIX A

SGS
WESTERN CAROLINA COLLEGE

SUPERIOR AND GIFTED STUDENT PROJECT
WESTERN CAROLINA COLLEGE

C. D. KILLIAN, EXECUTIVE OFFICER
HAROLD H. SIXLER, RESEARCH DIRECTOR
ANNE COWAN, RESEARCH ASSOCIATE

CULLOWHEE, NORTH CAROLINA

ORDER BLANK FOR PUBLICATIONS

Quantity	The first nine publications were prepared for the North Carolina Commission on Gifted Children	Price each	Total
	Providing for the Gifted--Handbook for Administrators	1.00	
	Non Graded Primary Program	1.00	
	The Challenge--A Program for Fourth and Fifth Grades	1.50	
	The Challenge--A Program for the Sixth Grade	1.25	
	The Challenge--A Program for the Seventh Grade	.98	
	The Challenge--A Program for the Eighth Grade	.62	
	The Challenge--A Spanish Program for the Fourth, Fifth, and Sixth Grades Volumes I, II, and III (All may be used in one grade or over a longer period if desired)	2.69	
	Report of the Commission to Study the Public School Education of Exceptionally Talented Children	.50	
	Practices in Teaching the Superior and Gifted--Final Report of the Commission	2.00	
	• • • • • • • • • • • • • • •		
	Enriching the Curriculum--A Manual for Teaching Bright and Gifted Children (typical units)	1.00	
	Enrichment Activities for the Gifted Child in the Regular Classroom--Grades four - eight	.60	
	Gifted Children: A Special Class Conducted in the Summer of 1958	1.00	
	The Cullowhee Story--A Program for Gifted and Superior Students	1.00	
	Creative Activities for Every School	1.00	
	We Learn By Doing, Handbook--Arts and Materials	2.00	
	SUB TOTAL		
	Add 3% North Carolina Sales Tax		
	TOTAL		

Name ______________________________

Address ______________________________

This project is sponsored by Western Carolina College and supported by substantial grants from Mary Reynolds Babcock Foundation, Inc., and Z. Smith Reynolds Foundation, Inc., together with other grants from Burlington Industries Foundation, Cone Mills Corporation, Glen Raven Cotton Mills Corporation, Kayser-Roth Corporation, R. J. Reynolds Tobacco Company, J. P. Stevens & Company, Inc., and Vikon Chemical Company.

APPENDIX B

CLASSES FOR GIFTED CHILDREN

Time: June 9 to July 12, 1963 and July 14 to August 16, 1963.

Place: Summer Demonstration School, Western Carolina College, Cullowhee, North Carolina.

For Whom: Intellectually gifted children enrolled in the fifth grade, 1962-63, who are:

1. high in academic aptitude as demonstrated by group and/or individual tests,
2. advanced at least two years educationally as demonstrated by standardized tests,
3. interested in and have an aptitude for science, literature, mathematics, or other fields that especially lend themselves to enrichment, and
4. at least average in social and emotional maturity.

Each child must be screened by an approved psychologist.

Program: The class for gifted children will be a part of our regular summer demonstration school. The forenoon will be devoted to regular classwork, while the afternoon will be devoted to special educational, social, and recreational activities.

Instructors: Dr. Eugene Kitching, principal, Parkway Junior High School, Miami, Florida, will teach one class. Two other teachers are to be selected from the Gifted Child Workshop, Miami, Florida.

Credit: The purpose of the class will be enrichment rather than acceleration. No credit will be allowed.

Housing: All children enrolled will be housed in a college dormitory under the supervision of competent, qualified personnel. Adequate medical service will be provided at our college infirmary.

Costs: Room, board, laundry, and fees—$123.00.
Tuition to be paid to Director of Summer Demonstration School—$75.00.

How to Apply:

Step 1—The principal and fifth grade teacher will nominate a child to to Dr. C. D. Killian, Director of the Guidance Clinic, Western Carolina College, Cullowhee, North Carolina, by furnishing the information called for on the enclosed form.

Step 2—The parent will be notified of this nomination.

Step 3—The parent will have the child screened by an approved psychologist. The Guidance Clinic of Western Carolina College will do this screening for a nominal fee of $15. It is recommended that candidates who live in Western North Carolina be screened by this agency.

Step 4—The results of this screening will be forwarded to Dr. Killian, who, together with a committee, will make the final selections.

APPENDIX C

Western Carolina College
Cullowhee, North Carolina

GUIDE SHEET FOR IDENTIFYING GIFTED FIFTH GRADE STUDENTS

Name of student______________________________ Date__________

Address of student______________________________________

Birthdate______________ School__________________________

Address of school_______________________________________

Nominated by teacher_______________ Principal_______________

Group Intelligence Test: Name__________ I.Q.______ Date______

Name of achievement test given in this grade__________ Date______

Enter grade equivalents: Word Knowledge________ Reading________

Spelling_____ Lang._____ Lang. Study Skills_____ Arith. Computation_____

Arith. Prob._____ Soc. St. Info._____ Soc. St. Skills_____ Average_____

Average grade: Grade 1______ 2______ 3______ 4______ 5______

Social adjustment: Excellent______ Good______ Fair______ Poor______

Physical and emotional defects__________________________________

If the student has had individual intelligence tests, record I.Q. on line below:

I.Q.: Binet___ Wechsler Verbal___ Performance___ Examiner___ Date_____

What are the child's interests and activities in areas such as art, dramatics, music, and leadership?

____

____

Briefly describe his personality___________________________

____

Have any special plans been made to provide for this student?__________

____

If parents are financially unable to pay the bill, could you raise a scholarship locally for this student?____________________________

Father's Name______ ______________ Occupation______________

Mother's Name___________________ Occupation______________

Economic Status (underline): Wealthy, Comfortable, Moderate, Poor, Dependent

____

____

Please return this form to Dr. C. D. Killian, Box 37, Cullowhee, N. C.

APPENDIX D

HOME INFORMATION REPORT

Student's name ______________________________ Date __________

Age _____ _____ Date of birth __________ Place of birth ______________
Yrs. Mos.

Term preferred ____

Parents' name ____

Complete home address _______________________________________

Father's age _____ Nationality _____ Mother's age _____ Nationality _____

Parents are (check one): Living together ____ Separated ____ Divorced ____

Dead ______________ ______________
Father Mother

Put a ring around the last school grade attended by:

Father: Gr. 1 2 3 4 5 6 7 8 High School 1 2 3 4 College 1 2 3 4 5

Mother: Gr. 1 2 3 4 5 6 7 8 High School 1 2 3 4 College 1 2 3 4 5

Father's special interest ___________________________________

Mother's special interest ___________________________________

Names and ages of other children: ___________________________

____

____

Language spoken in home _____________________________________

Which schools has the child attended? (Add number of years after each school) ____

____

Does the child have any particular learning difficulty? ______________

How often has the child failed in school? ___________________

Has the child skipped a grade? ________ If so, what grade? ________

What are the child's special abilities? _____________________

____

What are your plans for the child's future? _________________

____

When did the child begin to walk? ___________________________

When did he begin to talk? __________________________________

Has the child had any speech troubles? ______________________

____

Which hand did the child use first? ___ ___ ___ Now? ___ ___ ___
R. L. Both R. L. Both

Did anyone change the use of his hand?________________________

When does the child go to bed?____________ **Get up?**____________

What does he do with his free time?________________________

____

Does the child like to read?__________ **Does he read at home?**__________

Do the parents spend much time with the child?________________

With whom does he like to spend his time? (Check one)

Children his own age____ **Younger children**____ **Older children**____

Parents____ **Other adults** ____ **Nobody**____

List newspapers that are in the home________________________

____

Magazines ____

____

How many books are in the home?________________________

Economic status (underline): Wealthy, comfortable, moderate, poor, dependent

General health of child (underline): good, fair, poor

List of child's sicknesses: ____________________________

____

Operations: ____________________________________

____

Accidents: ____________________________________

____

Additional Information: ____________________________

____

____

____

APPENDIX E

INFORMATION FOR PARENTS

Highly Gifted Classes

Summer, 1963

Daily Schedule

	Morning		Afternoon
6:00	Rise and make beds	12:45	Rest
7:00	Breakfast	1:30-5	Arts and Crafts, Recreation, and Special Activities
8:00	Swimming	5:30	Dinner
9-12	Classroom—McKee School	7-8:15	Study Hall, Robertson Dorm
12:15	Lunch and mail call	9:00	Bedtime—lights out

Curriculum for the Fifth Grade

First Term, June 9-July 12, 1963

The teacher will be Mr. Robert Gray, Teacher, Gifted Class, Twin Lakes Elementary School, Miami, Florida. Early in the course emphasis will be placed on study skills. The text will be *The Children's Book on How to Use Books in the Library*, by Carolyn Mott.

In mathematics, the new S.M.S.G. approach will be stressed. The study will include units on Number Bases, Sets of Points, Recognition of Common Geometric Figures, Exponents, Integers, and Factoring. Attention will be given to other interesting activities such as number puzzles, other methods of multiplying, number tricks, etc.

There will be a unit on American History emphasizing a critical analysis of our Constitution. Creative writing of skits, a study into the background of the lives of the signers of this document, and other pertinent activities related to this area of study will be included.

In English, emphasis will be on writing of poems, limericks, editorials, essays, creative and functional newspaper articles (correlated with a unit on American History), and functional book reports used with the Reading Wheel.

Curriculum for the Sixth Grade

June 9-July 12, 1963

The teacher will be Dr. Samuel Silverstein, Teacher, Gifted Class, Fisher Junior High School, Miami, Florida. The work begun in the fifth grade in research techniques and use of reference books will be continued. The social studies will involve a study of the lesser-known peoples of the world, using the concept of the United Nations as a springboard.

In mathematics, the new approach to the subject will be stressed. Topics discussed will include numeration and number systems, precision of measurement and possible error, permutations, and probability.

Creativity will be encouraged in the writing of poetry, stories, writing and producing skits, and the construction of dioramas.

ADDRESS MAIL TO: Student
c/o Robertson Dormitory
Western Carolina College
Cullowhee, North Carolina

APPENDIX F

MORNING TALKS

The morning talk, which is an oral report, may cover a wide range of subject matter. Usually, the teacher does not suggest the subject unless a student asks for help in phrasing or limiting the topic. The topic, therefore, reflects the student's interest, either in an aspect of school work or in a hobby.

Criteria for Evaluating a Morning Talk

1. Poise?
2. Worthwhile Facts?
3. Visual Aids?
4. Distinct Speech?
5. Good English?
6. Careful Preparation?
7. Correct Length? (5 to 8 minutes)
8. Topic Presented in an Interesting Manner?
9. Notes in Outline Form and Used Properly?
   (with Bibliographical References)
10. Overall Evaluation.

Some examples of topics for morning talks in a seventh-grade class are as follows:

1. Paintings of Christ
2. How Fruit Came to America
3. Wood in Everyday Life
4. Chess
5. Largest Waterfalls in the World
6. Secret Service
7. Kentucky Derby
8. Interesting Places in Washington, D. C.
9. Good Appearance and Health
10. Declaration of Independence
11. Seven Wonders of the Modern World
12. Girl Scouts of America
13. The Salt of the Earth
14. Everglades National Park
15. Gas Lanterns
16. The Royal Canadian Mounted Police
17. The Biltmore Estate
18. The Sahara Desert
19. The Human Eye
20. Coins
21. The Braille System
22. Shells
23. Manners
24. The Moon
25. Safety at Home and School
26. Baseball
27. Hibernation
28. Interior Decoration
29. The White House
30. Transportation
31. Bombers
32. Camels
33. Bacteria
34. Fire Arms
35. Grand Canyon
36. Land Uses
37. Sequoia Trees
38. Grafting
39. Nursing

APPENDIX G

WESTERN CAROLINA COLLEGE
COLLEGE-LEVEL WORLD CIVILIZATION FOR SUPERIOR AND GIFTED

Tenth, Eleventh, and Twelfth Grade Students

Time: July 14 to August 16, 1963

Place: Western Carolina College, Cullowhee, North Carolina

For Whom: Academically talented tenth, eleventh, and twelfth grade students (minimum of ten units), 1962-63, who are

1. high in academic aptitude as demonstrated by group and/or individual tests.
2. high in academic achievement as evidenced by grades and/or standardized tests.
3. interested in, and have an aptitude for, history as evidenced by an aptitude test.
4. at least average in social and emotional maturity.

Program: The mornings will be devoted to formal class work; the afternoons to guidance activities, field trips and recreational activities; the evenings to supervised study and recreational activities.

Course: History 151—World Civilization, 1500-1870. This course was offered in 1961; students who took History 152 in 1962 may take this course.

Instructor: Mr. Harold L. Bell, Instructor in Social Sciences, Western Carolina College.

Credit: Western Carolina College will allow five quarter hours college credit for those passing the course.

Housing: All students will be housed in college dormitories under proper supervision and counseling.

Cost: Room, board, laundry, medical fees, and tuition—$198.00.

How to Apply:

Step 1—The principal, after conferring with the appropriate teacher, counselor, and parents, will nominate a student to Dr. C. D. Killian, Director, Superior and Gifted Student Program, Cullowhee, North Carolina. Use blank provided. Deadline: April 15, 1963.

Step 2—An Aptitude Test will be sent to the school. After administration it will be returned to Dr. Killian for scoring.

Step 3—Dr. Killian, together with a committee, will make the final selections. Students having the highest over-all standing on the basis of the criteria indicated above will be selected.

Note: Students will not be allowed to bring cars.

APPENDIX H

SUPERIOR AND GIFTED STUDENT PROGRAM

Western Carolina College Cullowhee, North Carolina
Screening Data—College-Level Classes in Chemistry, English, and World Civilization
July 14-August 16, 1963

Name______________ Grade______ Sex______ Subject________

Student's Address______________________________

Birthdate__________ School and Address______________________

In scholastic achievement last report period, this student ranked as follows:

Decile:	Top	2nd	3rd	4th	5th	6th	7th	8th	9th	Bottom	Time period covered by this ranking:
General Scholarship											
Science											
English											________ to
Mathematics											________
Social Studies											

TEST DATA

Send transcript or fill in the following data:

On (date)________ when he was in the______ grade, he took the__________ Achievement Test and made the following percentile scores: Reading______

Language______ Mathematics______ Science______ Social Studies______

Group IQ Name of test______________ IQ________ Date________

Name of test______________ IQ________ Date________

Social Adjustment: Excellent______ Good______ Fair______ Poor______

Emotional and Physical Defects______________________

Has this student been evaluated by a psychologist?______ If so, please send us a copy of the report. Has this student been through a vocational advisement by your school counselor?______ If so, please send us a copy of the report.

PERSONAL DATA

Father's Name______________ Mother's Name______________

Occupation______________ Occupation______________
(Father) (Mother)

Living together___ Separated___ Divorced___ Deceased________ ________
(Father) (Mother)

Economic Status (underline one): Wealthy, Comfortable, Moderate, Poor, Dependent

Student's hobbies, interests, etc.______________________________________

____

On the back of this blank please list the courses this student has had in the field for which he is applying and the marks he made on each.

We believe that the above named student is qualified for admission to the proposed College-Level Class (underline one): Chemistry, English, World Civilization. We recommend, therefore, that he be considered for admission.

Teacher______________________ Counselor______________________

Principal______________________________ Date______________

Note: Deadline for nomination—April 15, 1963

SGS

SUPERIOR AND GIFTED STUDENT PROJECT
WESTERN CAROLINA COLLEGE

C. D. KILLIAN, EXECUTIVE OFFICER
HAROLD H. BIXLER, RESEARCH DIRECTOR
ANNE COWAN, RESEARCH ASSOCIATE

CULLOWHEE, NORTH CAROLINA

April 2, 1963

TO: Parents of Persons Who Have Participated in the Superior and Gifted Student Program at Western Carolina College

This year we are continuing our follow-up study of those who have been enrolled in our summer classes for superior and gifted students. This is a long-term research project on which we wish to obtain current data every year.

Questionnaires are being used to help us keep up-to-date information on each person. A continuous record for every student who has participated in one or more of the special classes is possible only if the parents reply.

Please fill in the enclosed questionnaire and return it at your earliest convenience. You may add additional sheets of information to the questionnaire if you so desire. You are urged to fill in the questionnaire without discussing the information with others. Every effort should be made to prevent stimulation of self-consciousness or an inflated ego.

Please let us know if you have any questions concerning the Superior and Gifted Student Program.

Sincerely yours,

Anne Cowan

(Miss) Anne Cowan
Research Associate

c

Enclosure

This project is sponsored by Western Carolina College and supported by substantial grants from Mary Reynolds Babcock Foundation, Inc., and Z. Smith Reynolds Foundation, Inc., together with other grants from Burlington Industries Foundation, Cone Mills Corporation, Glen Raven Cotton Mills Corporation, Kayser-Roth Corporation, R. J. Reynolds Tobacco Company, J. P. Stevens & Company, Inc., and Vikon Chemical Company.

APPENDIX J

FOLLOW-UP INFORMATION REQUESTED FROM PARENTS OF A STUDENT WHO ATTENDED A GIFTED CLASS AT WESTERN CAROLINA COLLEGE IN 19____

Your responses on this questionnaire will be confidential. To help us appraise last summer's program, please fill in the requested information and return this blank to: Miss Anne Cowan, Research Associate, Western Carolina College, Cullowhee, North Carolina.

Student's Name________________________________ Date__________
(last) (first) (middle)

Class or Classes attended at Cullowhee summer sessions:

Class______________ Year______ Class______________ Year______

Class______________ Year______ Class______________ Year______

Present Age______ Grade________ School________________________

School Address____

Principal ____

Student's Parents or Guardian______________________________

Complete Home Address______________________________
____

Father's Occupation____

Business Address____

Mother's Occupation____

Business Address____

1. Has student ever been accelerated in any subject or whole grade?

   Yes________ No________

   If so, what subject was accelerated?________________________

   What grade was skipped?________________________

2. Give examples, if possible, of significant learnings while at Cullowhee in the following areas:

   Subject matter____
   ____

   Study skills____
   ____

   Personal habits____
   ____

   Attitude toward work____
   ____

3. Has student shown any improvement this year in previously weak subjects? Yes_____ No_____ If so, which ones?____________________

4. Does student have a healthy attitude toward school? Yes_____ No_____
Has this attitude changed since last year? Yes_____ No_____
Comment ____
____

5. Has there been any change in student's study habits? Yes____ No____
Comment ____
____

6. Has the student initiated any new activities? Yes_______ No_______
Describe ____
____

7. Check the areas in which the student's life was most enriched at Cullowhee: Mental____; Social____; Physical____; Emotional____;
Other ____
____

8. Please comment on the benefits the student gained from the following extracurricular activities (so far as you can judge from his remarks):
Camping ____
____

Field trips ______________________________________
____

Concerts and other assemblies ________________________
____

Other ____
____

9. What enrichment opportunities for the student are you providing at the present time? Art____; Instrumental music____; Vocal music____;
Dancing____; Other ________________________________

10. Has his selection for a special class at Cullowhee had any effect on his association with classmates?____________ friends?____________
Comment ____

11. Upon his return home, did the student readily fit in with members of his immediate "gang" and resume his place in the group?__________

12. Is student socially well adjusted? Yes___ No___ Has his social adjustment changed since his participation in the Cullowhee program?
Yes___ No___ Comment ________________________________

13. Is student emotionally well adjusted? Yes__ No__ Has his emotional adjustment changed since his participation in the Cullowhee program?

Yes__ No__ Comment ______________________________

14. Student's general health is: excellent__; good__; fair__; poor__.

Comment ______________________________

15. Has there been any significant change in the family during the past year or two which has exerted an influence upon the student (such as, the death of a parent, separation or divorce of parents, economic status)? Yes__ No__ Comment ____________________

____

____

16. Did the student gain a sense of responsibility by being away from home? Yes__ No__ Is he more "on his own" since being at Cullowhee? Yes__ No__ About the same__. Comment__________

____

17. Is the student taking a more active leadership role in any of the following: in class?__; at play?__; in church?__; in clubs?__; in other activities? ____________________

18. Do you think he realizes his capabilities for service to society? Yes__ No__ Does he accept the responsibilities given him? Yes__ No__

Comment ______________________________

19. What do you think is the best feature of the program at Cullowhee?

____

20. What suggestions do you have for improvements in the program at Cullowhee?

General: ______________________________

____

Class work: ______________________________

____

Recreation: ______________________________

____

Study periods: ______________________________

____

21. Do you think the student should have more free time at Cullowhee in order to pursue individual interests? Yes__ No__ Comment ______

____

22. In your opinion, should the public schools try to provide more opportunities for gifted students in: special classes?____; homogeneous groups?____; interest groups?____; talent classes (art, etc.)____; other? ______________________________

23. Please state any suggestions or comments concerning Superior and Gifted Student Programs, either at Cullowhee or State-wide:

____

____

____

____

____

24. Additional Remarks: __________________________________

____

____

____

____

____

Signature________________________________
(Parent or Guardian)

APPENDIX K

SGS
SUPERIOR AND GIFTED STUDENT PROJECT
WESTERN CAROLINA COLLEGE

C. D. KILLIAN, EXECUTIVE OFFICER
HAROLD H. BIXLER, RESEARCH DIRECTOR
ANNE COWAN, RESEARCH ASSOCIATE

CULLOWHEE, NORTH CAROLINA

April 2, 1963

Dear Principal:

We are continuing our follow-up study of those who have been enrolled in our summer classes for superior and gifted students. This is a long-term research project, similar to that of Dr. Lewis M. Terman, on which we wish to obtain current data.

Questionnaires are being used to help us keep up-to-date information on each person. A continuous record for every student who has participated in one or more of the special classes is possible only if teachers reply. Please give the enclosed material to the teacher or teachers best acquainted with the student concerned. Teachers are urged to fill in the questionnaire without discussing the information with anyone. Every effort should be made to prevent self-consciousness or an inflated ego.

We are eager to determine as accurately as possible the influence of our program upon the development of the students involved. We are aware of the fact that many of the North Carolina schools are making special plans for those who have been identified as gifted or exceptionally talented students. All of the data and comments which you give us will be placed in the student's file and will be kept confidential. We shall be happy to send additional copies of the questionnaire if any are needed.

In the near future we shall publish the results of our longitudinal study. If you have any questions concerning our summer program for 1963, please feel free to write to Dr. C. D. Killian, Director of Special Education.

Sincerely yours,

Anne Cowan

(Miss) Anne Cowan
Research Associate

c

Enclosures

This project is sponsored by Western Carolina College and supported by substantial grants from Mary Reynolds Babcock Foundation, Inc., and Z. Smith Reynolds Foundation, Inc., together with other grants from Burlington Industries Foundation, Cone Mills Corporation, Glen Raven Cotton Mills Corporation, Kayser-Roth Corporation, R. J. Reynolds Tobacco Company, J. P. Stevens & Company, Inc., and Vikon Chemical Company.

APPENDIX L

FOLLOW-UP INFORMATION REQUESTED FROM PRESENT TEACHER OF A STUDENT WHO ATTENDED A GIFTED CLASS AT WESTERN CAROLINA COLLEGE

Your responses on this questionnaire will be confidential. To help us appraise the Superior and Gifted Student Program, please fill in the requested information and return this blank to: Miss Anne Cowan, Research Associate, Western Carolina College, Cullowhee, North Carolina.

Student's Name ______________________ Date __________
(last) (first) (middle)

Student's Age_____ Teacher's Name ______________________

Subject which you teach this student ______________________

Class or Classes attended at Cullowhee summer sessions:

Class____________ Year_____ Class____________ Year_____

Class____________ Year_____ Class____________ Year_____

Grade in School_______ Name of School______________________

School Address ______________________

Principal______________ Counselor______________

1. **Are the students in your school grouped in any special way? Yes___ No___ If so, describe. ______________________**

   ____

2. **Is this student enrolled in a special class or section? Yes___ No___**
   Comment ______________________

3. **What is the student's attitude toward his classmates this year? _____**

   ____

4. **Has anyone in your school planned enrichment for this student in the learning activities? Yes___ No___ In what subject or area? ______________ Describe ______________**

   ____

5. **Is the student participating in any enrichment activities outside school? Yes___ No___ Comment______________________**

   ____

6. **Student's general health is: excellent___; good___; fair___; poor___.**
   Comment ______________________

7. **Is student socially well adjusted? Yes___ No___ Comment________**

   ____

8. Is student emotionally well adjusted? Yes___ No___ Comment___

9. If you have kept anecdotal records, please give one or more examples of this student's behavior. ___

10. In what areas are his reading interests strongest? ___

11. In what areas should he be encouraged to read? ___

12. What are his strongest recreational interests? ___

13. What are his strongest interests in school work? ___

14. In what school subjects is he not working up to identified potential? ___

15. In what school subjects does student reveal talent? ___

16. Does student need to be encouraged to participate in extracurricular activities? Yes___ No___ Comment___

17. How do you feel about having in your room a student who has participated in a special exceptionally talented class at Western Carolina College? ___

18. Please state any suggestions or recommendations concerning this student's future. ___

19. Additional Remarks: ___

Signature___

SGS
WESTERN CAROLINA COLLEGE

SUPERIOR AND GIFTED STUDENT PROJECT
WESTERN CAROLINA COLLEGE

C. D. KILLIAN, EXECUTIVE OFFICER
HAROLD H. BIXLER, RESEARCH DIRECTOR
ANNE COWAN, RESEARCH ASSOCIATE

CULLOWHEE, NORTH CAROLINA

April 2, 1963

TO: Persons Who Have Participated in the Superior and Gifted
Student Program at Western Carolina College

This year we are continuing our follow-up study of those who have been enrolled in our summer classes for superior and gifted students. This is a long-term research project on which we wish to obtain current data every year.

Questionnaires are being used to help us keep up-to-date information on each person. A continuous record for every student who has participated in one or more of the special classes is possible only if every student replies.

Please fill in the enclosed questionnaire and return it at your earliest convenience. You may add additional sheets of information to the questionnaire if you so desire.

Please let us know if you have any questions concerning the program.

Sincerely yours,

Anne Cowan

(Miss) Anne Cowan
Research Associate

c

Enclosure

This project is sponsored by Western Carolina College and supported by substantial grants from Mary Reynolds Babcock Foundation, Inc., and Z. Smith Reynolds Foundation, Inc., together with other grants from Burlington Industries Foundation, Cone Mills Corporation, Glen Raven Cotton Mills Corporation, Kayser-Roth Corporation, R. J. Reynolds Tobacco Company, J. P. Stevens & Company, Inc., and Vikon Chemical Company.

APPENDIX N

INFORMATION REQUESTED FROM A STUDENT WHO ATTENDED A GIFTED CLASS AT CULLOWHEE IN 19____

Your responses on this questionnaire will be **confidential.** To help us appraise last summer's program, please fill in the requested information and return this blank to: Miss Anne Cowan, Research Associate, Western Carolina College, Cullowhee, North Carolina.

Student's Full Name____________________________ Date_______________
(last) (first) (middle)

Class or Classes attended at Cullowhee summer sessions:

Class_______________ Year_____ Class_______________ Year_____

Class_______________ Year_____ Class_______________ Year_____

Names of Parents ____

Complete Home Address _____________________________________
____

Present Age_____ Grade_____ Name of School_____________________

1. What classroom activity at Cullowhee did you like best? ____________
______________________________ Why?____________________
____

2. What classroom activity at Cullowhee did you like least? ____________
______________________________ Why?____________________
____

3. What did you learn that has been of greatest value to you?__________
____
____

4. In what ways have your experiences at Cullowhee helped you in your school work this year? ____________________________________
____
____

5. What did you enjoy most about your experience in the dormitory? ___
____

6. Have you started any projects since you were at Cullowhee last summer? Yes____ No____ What were they? ______________________
____

7. Have you continued any of the projects? Yes____ No____ If not, why?
____

8. Did the work last summer help you to learn new study skills or to improve your study skills? Yes____ No____ Comment____________

9. What books or articles have you read as a result of last summer's work? ____________

10. List two or three other books and/or articles that you have read this year which have been of special interest to you: ____________

11. What do you like best about your school work this year? ____________

Why? ____________

12. List the extracurricular activities in which you have participated this year: ____________

13. List offices or honors you have held during the last year or two in school and/or in your community:

Position or honor	Year	Position or honor	Year

14. How do you spend your free time? ____________

15. Do you have special responsibilities at home? Yes____ No____ What are they? ____________

16. Do you prefer to be with people younger, older, or the same age as yourself? ____________

17. Have you decided on the vocation you think you might enter? Yes____ No____ If so, what vocation? ____________

18. Has any event during the past year or two caused a great change in your life? Yes____ No____ If so, what? ____________

19. Please state any suggestions for improving the program at Cullowhee in the following areas:

Studies: ____________

Recreation: ____________________

____

Afternoon program: ____________________

____

Other: ____________________

____

20. **Additional Remarks:** ____________________

____

____

Signature ____________________

APPENDIX O

INFORMATION REQUESTED FROM A STUDENT WHO ATTENDED A COLLEGE-LEVEL COURSE AT WESTERN CAROLINA COLLEGE IN 19____

Your responses on this questionnaire will be **confidential**. To help us appraise last summer's program, please fill in the requested information and return this blank to: Miss Anne Cowan, Research Associate, Western Carolina College, Cullowhee, North Carolina.

Student's Name ________________________ Date________________
(last) (first) (middle)

Class or Classes attended at Cullowhee summer sessions:

Class______________ Year_____ Class______________ Year_____

Class______________ Year_____ Class______________ Year_____

Parents or Guardian ____________________________________

Complete Home Address ________________________________
____

Present Age____ Grade or Class____ School or College____________

School or College Address ______________________________

Father's Occupation ____________________________________

Business Address ____________________________________

Mother's Occupation ____________________________________

Business Address ____________________________________

1. What part of the classroom or laboratory activities did you like **best**?
____
2. What part, least? ____________________________________
3. What did you learn that has been of greatest value to you? ________
____
4. In what ways have your experiences at Cullowhee helped you in your school work this year? ____________________________
____
____
5. Was the course challenging? ______________________________
6. .What do you like **best** about your school work this year? ________
____
____
7. Did the work last summer help you to learn new study skills or to improve your study skills? Yes____ No____ Comment____________
____

8. Is it considered an honor among your friends to do outstanding work in school subjects? Yes____ No____ Comment____________________

____

9. Name three books and/or articles you have read this year which have been of special interest to you: ____________________

____

____

10. List offices or honors you hold this year in your school and/or community:

Position or honor	Year	Position or honor	Year

11. What did you enjoy most about your experiences in the dormitory?

____

12. Have you started any projects since you were at Cullowhee last summer? Yes____ No____ What were they? ____________________

Have you continued any of the projects? Yes____ No____ If not, why?

____

13. Have you decided on the vocation you think you might enter? Yes____ No____ If so, what vocation? ____________________

14. Have you decided to go to college? Yes____ No____ If so, which one or ones are you considering? ____________________

15. Do you have special responsibilities at home? Yes____ No____ If so, what? ____________________

16. Has any event during the past year or two caused a great change in your life? Yes____ No____ If so, what? ____________________

____

17. Have you been helped by the testing and guidance program conducted last summer? Yes____ No____ If so, in what why? ____________________

____

18. What aspects of the total summer program did you like best? ________

____

least? ____________________

19. Please state any suggestions for improving the program at Cullowhee in the following areas:

Studies: ____________________

____

Recreation: ____

____

Afternoon program: ____

____

Other: ____

____

20. **Additional Remarks:** ____

____

Signature ________________________________

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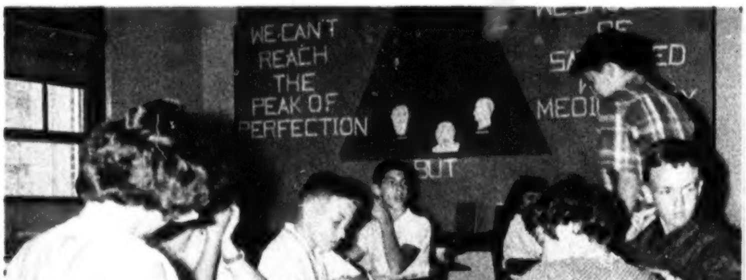
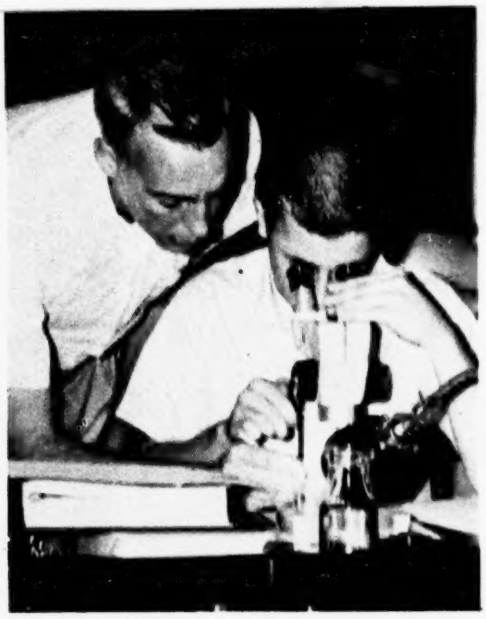
The Elementary Program

SECURITY COUNCIL

VISIT SPAIN


WE CAN'T REACH THE PEAK OF PERFECTION
BUT



High School Program

Teacher-Training Program